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Creative fund raising efforts in three Virginia community colleges

Barbara Anne Johnsen

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CREATIVE FUND-RAISING EFFORTS IN
THREE VIRGINIA COMMUNITY COLLEGES

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

by

Barbara Anne Johnsen

May 1995

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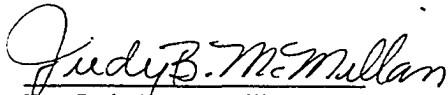
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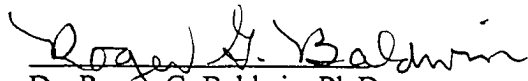

Dr. Roger G. Baldwin, Ph.D.
Chairman of Doctoral
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Chapter 1: The Problem

Need

American colleges and universities have, from their earliest beginnings, depended on the generosity of religious denominations, local communities, and philanthropic businessmen for their sustenance and their very existence; little about finances has changed since the founding of Harvard College in 1636, but the demands placed on the giving nature of both individuals and institutions have escalated to almost unmanageable proportions as we approach the twenty-first century. Generous federal and state support have diminished to limited support that continues to decrease; questions have naturally arisen, therefore, as to the uncertain future of higher education institutions and to the actions these institutions are taking to acquire support from other sources. Accordingly, this study seeks to identify characteristics of successful fund-raising efforts specifically in the community college -- by looking broadly and briefly at all of Virginia's community college educational foundations, and more directly and specifically at three of them.

At the same time that fewer government dollars are flowing to our public colleges and universities and increasing demands are being placed on our philanthropic resources, American society continues to expect higher education to meet the needs of a rapidly changing economy and world order. In their projections of significant trends for the 80's, Naisbitt and Aburdene (1982) had placed their emphasis on shifts from an industrial to an information-based society, from a national to a world economy, and from a representative democracy to a participatory one -- all of which would require greater amounts and increased sophistication of education. In forecasting overarching trends for the 1990's, the authors remind us of their earlier projections and once again (Megatrends 2000, 1990) identify a "new world view" which includes worldwide flourishing of the arts, increasing

free trade, and a booming global economy, all of which depend on higher levels of education and education throughout one's lifetime. Although Peter Drucker (1989) titled his book The New Realities, he did not intend to emphasize "things to come", but rather the issues and concerns that are the realities of the present and future years - most of which revolve about significant political and economic changes that have created a "new knowledge society." As did Naisbitt and Aberdene, Drucker emphasizes that the new and stringent demands on education for increased performance and responsibility; that a knowledge society requires that all of its members learn how to learn, and anticipate continued learning and multiple careers; that "there is no such thing as a 'finished education' in the knowledge society." Even before such relationships were drawn between a global and technological economy and the continuing education they would require, scholars were writing about lifelong learning and the hope for the future it reflected (Breneman and Nelson, 1981, and Wattenbarger in Sharron, 1982), especially as afforded by the community college system.

On October 21, 1992 The Chronicle of Higher Education decried the first two-year drop in state appropriations to higher education in the country's history; illustrative of reaction to the \$300 million cut-backs was the commentary of Edward Hines (Illinois State University) -- "pretty shocking" -- and his warning of "the beginning of a fundamental reshaping of higher education"(p.A21). In the same issue the Chronicle also wrote of a ten percent tuition increase in public institutions nationwide, a boost that was three times the inflation rate and three percentage points higher than private 4-year college increases; the newspaper also identified the Commonwealth of Virginia as the state with the largest **decrease** in appropriations to higher education of all fifty states (-13%), and the state charging one of the **highest** tuition rates in its public institutions as well.

Part of the significance of this study derives from the crucial role currently played by community colleges in providing affordable higher education for the first two years of the bachelors' degree. Such a role has been attempted in the face of enormous tuition increases in four-year colleges and universities, and at a time when increases in student population and the demands of a more sophisticated economy are on the upsurge. Studying Virginia community colleges gives us an opportunity to observe efforts made in the state where government appropriations decreased the most (during the period 1990-1994) and, therefore, had the greatest potential effect; choosing three colleges with distinctly different geographical locations should shed light on the impact of cultural/social/economic factors on philanthropy; and, lastly, choosing three colleges of differing sizes should provide a unique perspective on an economic environment in which 'bigger is better' functions as an assumption for success. This study should also add to the developing body of professional knowledge of philanthropy in higher education and the role of the community college foundation in that development. Brittingham and Pezzullo (1990) had previously recognized such a need for fund-raising research; they identified several areas for such study -- namely, effective spending for fund-raising, the role of college governance and trustee boards in fund-raising efforts, the consistency of the college mission and its communication to the community, and the segmenting of donor (and non-donor) markets for increasing fund-raising effectiveness. Each of these areas is addressed to some extent in this paper.

Purpose

The American belief in endless progress and the concomitant capacity of the American people to achieve a better world through their own efforts provided the needed impetus for over two centuries of college-founding in the United States. From its earliest beginnings, the American college possessed a 'public purpose' in preparing young men (and later women) for the service of society, and was therefore nourished by "the vital

sense of stewardship nurtured by the Christian denominations" who founded them (Rudolph, 1990). Fund-raising to sustain the noble work of the colleges began at the beginning, and included the small offerings of loyal congregations as well as the great fortunes of wealthy benefactors; as the dawn of the twenty-first century approaches, little about the penurious state of American colleges has changed.

As a society, Americans have looked to educational institutions to solve a myriad of their problems, and are currently placing overwhelming demands on the country's public community colleges. As public funds continue to diminish, these uniquely American inventions attempt to meet the "civic, social, religious, and vocational needs" (Cohen and Brawer, 1989) of the communities in which they are located; to do so, they have established educational foundations as vehicles through which they can receive funds from alumni donors, non-alumni donors, and philanthropic organizations to enhance the possibility of fulfilling their respective missions. Have Virginia community colleges taken the bold step toward the establishment of educational foundations to avoid widening gaps between their stated goals and their ability to achieve them? The major purpose of this study is to examine the degree of success or failure of three Virginia community colleges to establish viable educational foundations to enhance the fulfillment of their respective missions.

Research Question

In their effort to reconcile decreasing governmental support and thinly-stretched philanthropic resources with societal expectations for increasing quality and quantity in higher education, community college educational foundations are currently seeking creative responses to the demands for revenue enhancement. This study addresses the following research question: Do the attributes and activities of the educational

foundations affiliated with community colleges of three different sizes parallel the ten factors for effective fund-raising described by Duronio and Loessin (1991) and Kerns and Witter (1992)? By studying three Virginia community colleges -- one large, one medium, and one small -- the author examined the extent to which the attributes of operational educational foundations in Virginia parallel the factors for effective fund-raising identified by the above researchers.

Overview

Understanding the **history and development of the community college** as well as the evolving **role of philanthropy** in higher education is elemental to examining **educational foundations** and their fund-raising effectiveness; in Chapter 2, the pertinent literature in these three areas is reviewed, and the most significant research selected from which to compare three Virginia community colleges.

In Chapter 3 the research design and methodology for this study are described in full. This chapter describes a questionnaire providing baseline data regarding all twenty-three Virginia community colleges, the document analysis procedure employed to examine pertinent reports and publications, and in-depth interviews of case study subjects. Analysis of research results occupy the pages of Chapter 4, as the community college case study findings are compared with the characteristics for effective fund-raising described by Duronio and Loessin (1991) and Kerns and Witter (1992). In Chapter 5 the author summarizes the study's findings, draws conclusions from the research, and discusses implications of the results for policy, practice, and future research efforts.

Chapter 2: Review of Literature

In order to understand the successes and failures of community college fund-raising, one needs to appreciate the role history has played in the formation of the two-year institution, public perception of that institution through the years, and the impact of the four-year college on philanthropic patterns in the United States. Such information regarding community college development and the solicitation process in colleges and universities serve as indicators of likely success in community college fund-raising, and as suggestions for pitfalls to be avoided.

For this study, the previous research considered includes the history and development of the community college, fund-raising literature applicable to both four-year and two-year institutions, and descriptive works on the role of the educational foundation.

Community College Development

Earlier attempts have been made to offer shorter academic programs than the four year baccalaureate degree -- the three year Sheffield Scientific School at Yale between 1847 and 1860 -- and longer ones -- the thirteenth year of secondary school in Greeley, Colorado in the 1880's and in Michigan schools in the 1890's (Landrith, 1971). None, however, served as the precursor of the community college as well as the 'junior' college concept of the University of Chicago's President William Rainey Harper in 1892; Harper's new model of a university "divided the traditional four collegiate years into two equal parts -- the first to be known as the junior college or academic college, where the spirit would be collegiate and preparatory, and the second to be known as the senior college or university college, where the spirit would be advanced and scholarly" (Rudolph, 1990, p.351). Although Veysey (1965) dismissed the junior and community colleges as

questionable in their relationship to higher education -- relating them instead to the public school system -- he allowed for their consideration (when claiming that "by 1910 the structure of the American university had assumed its stable twentieth-century form", p.338) due to the advocacy of David Starr Jordan and William R. Harper well before that time.

Cohen and Brawer (1991) differentiate the junior college -- from its inception to the 1940's, defined in 1922 by the American Association of Junior Colleges as "an institution offering two years of instruction of strictly collegiate grade" (p.3) -- to the community college of the 1950's and 1960's, comprehensive publicly supported institutions unrelated to private universities or church supported two-year colleges. However, the authors point out that by the 1970's the term 'community college' was usually applied to all of these configurations. As the terminology evolved so did the institution as initially conceived by President Harper, first as a part of the university, later as 'adjunctive' but acting as a buffer for four-year institutions unable to accept the less well-prepared student (Cohen and Brawer, 1991); community colleges also developed as secondary school extensions and as skill-training facilities meeting the demands of an increasingly technical business world (Diener, 1986). World War II veterans represented the next group of Americans demanding educational opportunities and job preparation (Rudolph, 1990), as part of a "movement in American higher education...from the notion of college-as-fortress to one of college-as-service provider" (Diener, 1986, p.12); and the veterans were later followed by the baby-boom generation in the 1960's, resulting in "the greatest increase in community college growth and public acceptance..." (Breneman and Nelson, 1981). Diener (1986), Cohen and Brawer (1991), and Bushnell (1973) all attest to the desire for access to educational opportunities as increasing with each decade of the twentieth century; in addition, Bushnell (1973) points to the three traditional functions of the community college (as identified in 1924 in Leonard Koos' The Junior College) -- transfer, terminal,

and community service -- as recurring themes determining the shifting roles of the two-year college in American society¹. To the above mentioned issues of the transfer student, the terminal student, and community service, Diener (1986) adds more recent concerns of the international student, the place of vocational education, and accountability to the public; Cohen and Brawer (1991) include teaching the functionally illiterate and the social role of leveling social-class structures.

Not everyone perceived the community college as a positive addition to higher education; Jencks and Riesman (1977), in their analysis of one hundred years of massive growth in American higher education and the resulting emergence of the academic profession, describe two-year colleges as "hodgepodes of courses and curricula, established in response to real or imagined local demands, located in cast-off buildings, serving mostly part-time and evening students...like the comprehensive high school on which it was modeled...with little sense of distinctive institutional purpose," (p.481). The authors further point out that community colleges "have capitalized on the local backlash against national institutions and cosmopolitan values...their governing boards consist not of millionaire industrialists, eminent professional men, or the retiring governor's loyal political retainers, but of locally elected or appointed citizens," (p.482). Jencks and Riesman also argue that the community college's freedom from the 'Ph.D. fixation' has not resulted in teachers of diverse interests and talents, but in minimally trained instructors and rigid patterns of instruction; the authors find the two-year college of value only to the 'late bloomer', and of failing to increase the proportion of high school graduates earning B.A.

¹ The transfer function refers to providing general education requirements for the first two years of a four-year college program in preparation for transfer; the terminal function refers to providing occupational-technical requirements completed at the community college as preparation for career or job advancement; and community service refers to providing for a variety of community needs - cultural, social, educational, etc.

degrees or of saving the taxpayers' money. They further argue that, in serving the marginal student, "the community college turns out to be an essential pillar of the academic revolution...a safety valve releasing pressures that might otherwise disrupt the dominant system," (p.491-92).

McGrath and Spear (1991) are also critical of the community college, particularly in its most recent twenty-five years, as the democratic promise of education shifted from the secondary school to the post secondary 'open-access college'. Although less critical than Jencks and Riesman, the authors nonetheless criticize the effects of non-achievers flocking into community college classrooms ill prepared for its academic rigors and thereby steadily eroding the intellectual life of the institution. Fault, however, according to McGrath and Spear, lies not with the student or the faculty, but in the failure to develop an adequate theory of education for the nontraditional student; on a positive note, the authors offer suggestions to strengthen the academic culture necessary for the survival of the community college. They include rebuilding the faculty intellectual culture, confronting the 'disarticulated' student and his/her culture, and reordering the curricula to expose the intellectual hidden curriculum.

Fund-raising in Higher Education

The challenges confronting community colleges require a constant flow of additional resources beyond that of state and/or local support; response to that requirement involves identifying those community resources available, encouraging the generosity of their owners, and seeking their procurement for one's institution. This section describes the fund-raising process in order to clarify how it is adapted in the community college context.

Philanthropy -- the voluntary giving for a public good -- can be traced to about 4000 B.C. in Egypt when food and water were offered to the hungry and thirsty, reappearing again in stories of the Old Testament and, in an educational context, in the fourth century, B.C. with Plato's willing the income from his fields to the Academy. Such early beginnings for bequests and endowments were fixed into law in 1601 in England, formally permitting giving to charitable causes, and providing a model from which American philanthropy would develop (Brittingham and Pezzullo, 1990). Warren (1980) on the other hand, illustrates the earliest forms of grantsmanship occurring during the Renaissance period, when grants to artisans and scholars became a "system of contractually based acts of patronage enabling the arts and sciences, pure and applied alike, to enhance the interests of competing power elites."

In the New World a "vital sense of stewardship nurtured by the Christian denominations" (Rudolph, 1990, p.178) sustained the early American colleges which provided an educated clergy for the settlers; fund-raising for these institutions began with the formal establishment of the first of them -- Harvard College (Pray, 1981) -- when the Massachusetts Bay Colony sent three clergymen back to England to raise money to support their educational mission. This effort also produced the forerunner of the fund-raising brochure, New England's First Fruits (Brittingham and Pezzullo, 1990; Rowland, 1986) and a century of solicitation from England and the religious denominations. College presidents continued to be the chief fund-raisers throughout the colonial period (Pray, 1981).

Although a systematic solicitation process using paid fund-raisers began in the early 1900's, it developed with agonizing slowness; the seeking of **alumni funds** represented the first formal effort (Pray, 1981) at Yale College in 1890 (Brittingham and Pezzullo, 1990), following the development of the first alumni association at William and

Mary College in 1821 (Webster S. Stover, 1930, cited by Bragg). The establishment of **foundations** as models of giving to higher education from business gains developed during the industrialization period of the late nineteenth and early twentieth centuries, led by Andrew Carnegie and John D. Rockefeller (Brittingham and Pezzullo, 1990); from the "matching-gifts principle," these foundations played a creative role in shaping the financial goals of colleges (Rudolph, 1990) and often met with suspicion and resistance. In addition to alumni funds and philanthropic foundations, **corporate gifts and sponsorships** also constituted a significant source of support for higher education, although more recent in origin. Primarily functioning in the second half of the twentieth century, corporate donations became known early on as corporate 'support', reflecting a move away from 'giving away money' to making an 'investment' in the future; businesses wished to be seen as responsible members of society meeting its need for educated workers, enlarging human knowledge, and improving the general environment (Patrick and Eells, 1969). In a 1967 address to Chicago businessmen President Kingman Brewster of Yale commented that "somehow generation after generation of privileged and fortunate Americans have been willing to share their wealth with institutions whose business it is to question the assumptions of the society which made them wealthy" (Patrick and Eells, 1969, p.17). Over time, these varied forms of raising funds for colleges and universities have been joined by public relations methods to constitute what is currently known as **institutional advancement**, whose professional organization in higher education is the Council for Advancement and Support of Education (CASE), founded in 1974 from the merger of the American Alumni Council and the American College Public Relations Association; the institutional advancement function now includes public relations, information services, educational fund-raising, alumni administration, publications, and government relations (Rowland, 1986).

George Keller (1983), in his warnings of the 'decline and bankruptcy' of higher education, cites the contemporary importance of financial support through alumni solicitation and the need to draw on endowment to meet operating expenses at various times in higher education's history; however, his most dire warning is reserved for the eroding autonomy of colleges and universities -- as he quotes Clark Kerr's challenge that "the 'ivory tower' of yore is now becoming a regulated public utility" (p.25) -- and the prophecy that "the era of laissez-faire campus administration is over. The era of academic strategy has begun," (p.26). Earl Cheit's (1971) study of the financial condition of higher education and its adaptation to declining revenues in the late 1960's also reminds us of the significant role of 'outside' support in times of financial trouble, and the need for imaginative and innovative approaches to improve the deteriorating financial conditions.

When describing fund-raising efforts and their evolution from the earliest days of American higher education, historians have at times included significant characteristics of these efforts to which they attribute their success. Pray (1981) and McNamara (1988) have identified **planning** -- an ongoing process of identification of institutional mission and the means to achieve it; Rowland (1986) includes **effective management** of development staff and budget as essential; Grill (1988) encourages measurement of the variables of **alumni behavior**, placing special significance on postgraduate involvement with one's institution, and one's age and income as determinants of philanthropy; and Bragg (1971) seeks a relationship between alumni giving and **alumni publications**. Thelin and Wiseman (1989) describe the unique practice in athletics of establishing a sports foundation as a separate corporation, and the significance of a winning team to improve morale in current students (and future donors) and generate a **favorable image** of the institution; these in turn attract better applicant pools and enhance public perception of the institution. Pray (1981) and Rowland (1986) stress the importance of 'institutional relations' that begin at home with campus **students, faculty, and staff**, and the effect of

an adequate esprit de corps on parents, trustees, alumni, and friends; faculty, especially, articulate institutional needs and witness to the quality, programs, and goals for the future of a college or university. Johnson (in Pray, 1981) explains the significance of **parents** as potential donors, and suggests applying Maslow's hierarchy of needs to motivate such philanthropy -- namely, that once an institution has met a son or daughter's basic needs for food, shelter, and safety, an effort should be made to appeal to parents' needs for affiliation with their child and their child's college, as well as a desire to be recognized as a person of value earning the respect and esteem of others for their generosity.

Institutional characteristics also comprise one of the key variables in fund-raising efforts (Duronio and Loessin, 1991), since success is often related to general expenditures, endowment, tuition costs, expenditures per student, enrollment, alumni of record, and the age of a college or university; institutional commitment is also a variable as measured by the college's acceptance of the need for fund-raising and its willingness to allocate resources to its accomplishment. Lastly, Rowland (1986) reminds us of the importance of the **college president** in his/her role as the central figure of a successful development program -- setting the tone, creating the climate, and interfacing among all the constituencies of an institution, throughout a fund-raising effort.

When discussing fund-raising in higher education, Howard Browen in 1970 (cited by Cohen and Brawer, 1987) pessimistically remarked that "the basic principle of college finance is very simple. Institutions raise as much money as they can get and spend it all...". Brittingham and Pezzullo (1990), on the other hand, observed the critical role of fund-raising in colleges and universities and referred specifically to the increasing professionalism of fund-raising personnel; such efforts towards professionalism were made by strengthening the body of knowledge of philanthropy through research inquiry into the philanthropic environment within American culture, the work and careers of fund-raisers, and the effective management of the fund-raising process. Smith (Pray, 1981), too, spoke

of the growing professionalism of fund-raisers, admiring their mastery of general principles of institutional as well as individual finance, the tax aspects of charitable giving, a respect for the tenets and values of academic life, and a thorough knowledge of the history and character of the institution he/she represents.

The Educational Foundation

Educational Foundation Defined

The Internal Revenue Service of the United States Department of the Treasury permits certain organizations possessing charitable and/or service purposes to obtain an exemption from paying taxes (federal, state, local) both for the organization and for those donating to it. In the case of educational institutions and the charitable organizations that support them, the 501(c)(3) Code is the appropriate indicator reflecting the recognition of exemption by the IRS; achievement of this exemption indicates the successful completion by the non-profit organization of all IRS procedures, including Articles of Incorporation (or other organizing document), description of purposes and activities, financial data, and assurance of maintenance of required records (IRS Publication #557).

The educational foundations of colleges and universities pursue the 501(c)(3) designation for the purpose of establishing a separately incorporated entity from the institutions they support to separate the liabilities of one from the other, to separate the restrictions of one from the other (e.g. procurement laws, hiring laws), and to maintain separate funds of one from the other (e.g. state general funds subject to the Governor's budget). This legal independence also protects donor preference and purpose, encourages flexibility and efficiency in the use of gifts, and enables good business practice in handling donor funds (Wattenbarger, in Sharron, 1982).

The educational foundation is defined as a separate not-for-profit entity for the purpose of resource development on behalf of an educational institution. The educational foundation has been a part of collegiate history since its inception, if not in its current form, at least in its spirit. Barbara Keener (in Sharron, 1982) provides an insightful historical outlook at the development of the educational foundation from the perspective of its antecedents in the four-year colleges and universities. External fund-raising activities began there with private donations from churches, individuals, and alumni -- these have become known as **resource development** -- and were later followed by **sponsored research** through government grants and contracts.

Community colleges' first attempts at external funding, were encouraged by the 1965 Higher Education Act, which offered funds for which two-year institutions could compete in the area of federal grants, and it is the grant arena that community colleges have generally labeled 'resource development'. Chester Finn (1978) relates the frustration of community colleges in the grant allocation process due to the use of peer review to award federal monies, a process in which a kind of 'scientific inbreeding' has led to the concentration of research dollars in a relatively few universities; the American Association of Community Colleges has even recommended set-asides for community colleges to achieve a wider distribution of funds and an increased equity in federal dollar awards.

The Community College Educational Foundation

Moderate success with federal grant awards encouraged community colleges in the mid-seventies to examine the private fund-raising model of colleges and universities. Discovering certain restrictions on gift solicitation by state and/or local jurisdictions, they began to establish not-for-profit educational foundations (McNamara, 1988), taking care to maintain clear identification with their institution's mission and goals as well as with

their total resource development operation -- public promotion of the college, gift solicitation, and allocation of the dollars received (Keener, in Sharron, 1982). The community colleges were also watchful that their foundations remained legally independent of their respective institutions while maintaining close ties and working relationships with them (McNamara, 1988).

In Virginia, such private fund-raising through educational foundations was prohibited in the mid-1960's by a "gentleman's agreement" for community colleges not to solicit funds (it is unknown if or when there was any written prohibition at the time); however, a *VCCS Policy Manual* dated December 1974 specifically disallowed the solicitation of gifts (Section 2A-24). It was not until a November 10, 1984 meeting of the State Board of Community Colleges that language was provided for the *VCCS Policy Manual* enabling the establishment of foundations and permitting private sector fund-raising (Sections 2A-G, 27029) (Hardison, 1994).

Since the two-year college is a relative newcomer to the scene of American education, it has therefore been a comparative novice in the field of private fund-raising. Growth of community college educational foundations has been slow, not beginning in earnest until the 1960's and 1970's, when well-structured and effectively governed foundations began to demonstrate to prospective donors that their funds would be well handled and wisely allocated. Research on the growth of these foundations has been limited but Robison (in Sharron, 1982) cites M. F. Luck's 1974 finding that educational foundations existed in 50% of community colleges nationally, followed four years later by W. H. Sharron's study reporting 52% (nationally); in 1980 D. Angel and D. Gares reported a national figure of 62% of community colleges possessing an educational foundation. However, despite impressive gains in educational fund-raising, foundations have not fully realized their potential (Robison in Sharron, 1982), a perspective affirmed

by Ryan's (1988) findings that only eight of 700 community college foundations exceeded \$1,000,000 in gifts in fiscal year 1986 (Council for Aid to Education figures). Ryan reports that Dallas Community College and Miami-Dade Community College out distance all others in these accomplishments.

Factors Influencing Foundation Success

Since defining and achieving success in fund-raising has puzzled both practitioners in the field and researchers writing about it, Duronio and Loessin (1991) have offered a conceptual definition of fund-raising effectiveness -- "raising the most money with the least amount of expenditures in a manner that enhances the likelihood that current donors will continue their support and that more new donors will contribute" (p.8). Factors influencing this success would include Ryan's (1988) four requirements -- excellent boards, active presidents, operational development staff, well planned programs -- and his adaptation of the business concept that one needs to "spend money to make money". Sharron (1982) would offer the claim that a foundation's success is "directly proportional to the ability of the individuals who comprise the board of directors to translate the needs of the institution to the potential donor constituency" (p.303); the planning process required to do so would include presenting a case for support, identifying quality leadership, developing a plan of operations, and offering appropriate volunteer training for contact with board members, other volunteers, and potential donors. Robertson (in Pray, 1981) would remind us of the potential often overlooked in including faculty in the development process, since they often function as gauges of the collegiate climate as well as ambassadors to the surrounding community.

In a larger work, Duronio and Loessin (1991), through their research of ten categories of higher education institutions, identify nine factors for effective fund-raising in

two-year public colleges: aggressive fund-raising that is consistent and persistent, realistic assessment of an institution's strengths and likely constituents, strong board and presidential leadership, institutional priorities dedicated to increased commitment to fund-raising, modern technology to maintain proper records, internal support for fund-raising efforts, well planned campaign efforts, clarity about institutional image, and fund-raising based on pride in the institution. In a recently presented paper to the National Council for Resource Development, Kerns and Witter (1992) suggest the consideration of alumni associations as potential avenues for fund-raising effectiveness in addition to the previously discussed factors.

Summary

The literature chronicling the history and development of the community college includes both admirers and detractors, each of which identifies the positive and/or negative contributions made by two-year institutions since their inception. Clearly, some of the negative views continue into the present, coloring community perceptions, and influencing the possibilities for fund-raising success.

The evolving role of philanthropy in higher education provides an essential backdrop for an inquiry into the performance of the educational foundation in colleges and universities. The measurement of this performance has been slow and sporadic -- much as the development of the community college educational foundation itself -- and the criteria continue to vary. Two recent contributions to the research on characteristics of successful fund-raising efforts offer an inclusive list from which to measure the performance of three Virginia community colleges; they include Effective Fund-Raising in Higher Education: Ten Success Stories (1991) by Margaret Duronio and Bruce Loessin and To Be or Not To Be: Alumni Programs at Community and Technical Colleges (1992) by Jennifer Kerns

and Richard Witter. A model combining the key elements of these two frameworks serves as the basis of this research project.

Chapter 3: Design

Data Collection Strategy

Fund-raising -- regardless of the intended recipient -- tends to be a combination of art and science, and therefore lends itself better to qualitative research than to quantitative. Several data collection strategies were engaged to research fund-raising practices in Virginia community colleges and seek their relationship to the characteristics for effective fund-raising suggested by Duronio and Loessin (1991) and Kerns and Witter (1992).

Baseline data descriptive of the twenty-three community colleges comprising the Virginia Community College System (hereafter called the VCCS) were collected using two sources -- **unpublished VCCS reports** of student enrollment and of system productivity analysis, and a **fourteen-item questionnaire** (Appendix A). Directors of Institutional Research of both a local community college and a large four-year research university pilot tested the questionnaire prior to its use; the questionnaires were then mailed to community college development offices for completion. Information gathered using these two instruments provided general descriptive data related to college enrollment numbers, faculty/staff size, and existence of educational foundations, their size and their activities.

The case study method was chosen as the means for collecting data on the fund-raising practices of three Virginia community colleges selected on the basis of **geographical location** (a major metropolitan area, a 'small' city, and a rural setting) and **size** as they relate to other community colleges in the state (one large, one medium, and one small). Interview questions (Appendix B) were developed utilizing the characteristics of effective community college fund-raising (Duronio and Loessin, 1991 and Kerns and Witter, 1992) as the conceptual framework; they were pilot tested by Directors of

Development of both a local community college and large four-year research university, each of whom had experience in continuous annual fund-raising as well as major capital campaigns. An identical set of interview questions was presented to four individuals on each of the three campuses studied: the president of the college, the director of development (or whoever fulfilled that function) of the college, a significant donor to the college (a college Educational Foundation Board member), and a faculty representative of the college; the latter two interviewees were selected by the Development Director. Notes on the interviews were taken by hand. All subjects were informed -- prior to discussions -- of the purpose of the research and the future publication of their responses in a doctoral dissertation. Permission for attribution of quotes was obtained from all participants.

In addition to interview responses from the three colleges serving as case study subjects, detailed descriptive data for each was derived from a variety of publications produced by the respective institution (Appendix C); these included college view books, alumni newsletters, fund-raising literature, celebratory programs, annual reports, college catalogues, and announcements of specialized college programs and/or learning centers.

Research Question

In their research of community college fund-raising Duronio and Loessin (1991) identified nine factors indicative of success in philanthropic endeavors by two-year public colleges; one year later Kerns and Witter (1992) presented a strong argument for the inclusion of another factor omitted by the previous researchers (see Chapter 2: Review of Literature, p.24) but with a strong indication that it is related to the effectiveness of community college educational foundations. These ten indicators of success in community college fund-raising form the theoretical framework upon which the major research question of this research is based: Do the attributes and activities of educational

foundations affiliated with three Virginia community colleges parallel the ten factors for effective fund-raising as described by Duronio and Loessin (1991) and Kerns and Witter (1992)?

Subsidiary research questions based on this theoretical model include the following queries:

1. Has the Educational Foundation been aggressive in its fund-raising efforts -- that is, has it initiated contact with prospective donors, maintained that contact, and made requests for gifts on a regular basis?
- 2.. Has it made a realistic assessment of the institution's strengths and opportunities for growth?
3. Has the Educational Foundation made an accurate assessment of the institution's likely constituents?
4. Does it have strong leadership from a visionary president and an entrepreneurial Foundation board?
5. Does the leadership of the college (i.e. board of visitors, president, administration) possess a vision for increased institutional commitment to fund-raising or consider such efforts a short-lived trend?
6. Does the institution have the modern technology necessary to maintain adequate records and provide information as needed?

7. Has the institution had in-house (within the institution) campaigns preceding its public efforts that were characterized by strong support and participation?
8. What special campaign efforts have been made (e.g. phonathons) to attract and increase donor response to the college?
9. Does the college have a well-defined **image** that is well communicated to the public. Does the college have a distinctive **niche** in the educational community?
10. Is the fund-raising effort at the institution reflective of staff commitment to that institution? Of business and community member's commitment? Of alumni commitment?
11. Has the Educational Foundation, in its efforts to maintain close relationships with the community, developed an alumni association to enhance its fund-raising activities and increase the source of prospective donors?
12. Are there other attributes in addition to those described in the fund-raising model employed in this study (based on Duronio and Loessin and Kerns and Witter) which characterize effective fund-raising in the institution?

Data Analysis

Basic comparative data for the twenty-three community colleges (from questionnaires and VCCS reports) were tabulated. Comparisons of student enrollment and faculty size among the colleges were then made.

Data gathered from face-to-face interviews were content analyzed, from this information categories were developed relevant to the characteristics of effective educational foundations (model provided by Duronio and Loessin, 1991, and Kerns and Witter, 1992). Conclusions were drawn regarding consistency between the model and the interview data.

From the collected college publications (of the case study subjects), descriptive data were organized into college founding and location, population served, college mission statement, programs offered and special college centers and/or partnerships. This information was then compared with interview data regarding the institution.

Definition of Relevant Terms

Annual Giving. Also called the Annual Fund, this fund-raising effort is conducted by various means throughout the year; it is repeated yearly to raise private gifts for the current operation of the institution and increases in significance with the urgency of the times. It is "the production line of development, grinding away, year after year, enlisting the broad base of donors in support of the institution, selling its needs for on-going support with increasing urgency as costs continue to rise" (Pray, 1981).

Capital Campaign. The purpose of a capital campaign is "to raise large amounts of money for specific purposes, generally including endowments, and to give focus and visibility to increasingly ambitious plans for raising private support" (Brittingham and Pezzullo, 1990). The specific purposes often include buildings or equipment, or other top priority projects.

Corporate and Foundation Gifts. These are private gifts from small or large corporations or foundations (a means of distributing individual private wealth), sometimes restricted to certain purposes or educational functions.

Council for the Advancement and Support of Education. CASE was created by the merger in 1957 of the American Alumni Council and the American College Public Relations Association (Brittingham and Pezzullo, 1990), and provides services to fund-raising professionals while promoting the support of education throughout society.

Development Office. This office is the institutional entity generally responsible for the fund-raising functions of the college or university.

Donor. A donor includes any group or individual who makes a financial contribution to an institution of higher education.

Educational Foundation. The educational foundation is a separate not-for-profit entity with three major involvements in the resource development operation: solicitation of gifts, public promotion of the college, and allocations of dollars obtained according to college needs (Keener in Sharron, 1982).

Endowment. An endowment is "an account is established to have perpetual life and to finance a specified set of activities. To fund an endowment is merely to put the money or property in it" (Bryce, 1987). Endowment funds can be unrestricted in their use or restricted by the donor for a specific purpose, and are composed of an inviolate principal and the income from the investment of that principal.

Institutional Advancement. This term refers to a combination of institutional functions which may include public relations, information services, educational fund-

raising, alumni administration, publications, special events, and government relations (Rowland, 1986).

Summary

In short, data for this research were collected through questionnaires (to all Virginia community colleges), unpublished reports of the VCCS, face-to-face interviews of four persons at each of the three case study subjects, and descriptive publications produced by the three colleges.

The theoretical framework for the research is provided by the characteristics of effective educational foundations (in community colleges) described by Duronio and Loessin (1991) and Kerns and Witter (1992). The author expected to find a positive relationship between the ten characteristics of these authors and the successful fund-raising efforts of three Virginia community colleges.

Chapter 4: Presentation and Analysis of Data

Introduction

It is essential that the reader have an adequate perspective on the climate in which Virginia community colleges (and their foundations) operate. To achieve this objective, selected background data were collected on the Virginia Community College System (VCCS) and its components, and on the state's community college educational foundations as well. These data were assembled from several unpublished VCCS reports and the responses of Virginia's twenty-three community colleges to a 14-item questionnaire (addressed to their respective educational foundation personnel). All questionnaires were returned within three months of their initial mailing.

In this chapter, the descriptive background section described above is followed by the results of interviews with representatives of the three case study colleges -- Piedmont Virginia Community College, J. Sargeant Reynolds Community College, and Northern Virginia Community College. Preceding the interview data for each college is a profile of that college reviewing its unique characteristics as depicted by college publications and announcements.

Background Data

Virginia Community College System

The *VCCS Policy Manual* defines the community college as

. . . a comprehensive institution of higher education offering programs of instruction generally extending not more than two years beyond the high school level, which shall include, but not be limited to, courses in occupational/technical fields, the liberal arts and sciences, general education, continuing adult education, pre-college and pre-technical preparatory programs, special training programs to meet the economic needs of the region in which the college is located, and other services to meet the cultural and educational needs of the region (p.2A-1).

Its purpose, according to the *Manual*, is "...to serve the educational needs of qualified post-high school age youth and adults to prepare them for employment, for advanced collegiate education, and to improve citizenship".

Virginia's first community college was founded in 1962 followed by another in 1963, 1965, and 1966; seven colleges were begun in 1967, one in 1968, and three in 1969; the remaining eight of the twenty-three were founded in the seventies -- three in 1970, two each in 1971 and 1972, and the last in 1973. Each of the twenty-three colleges is assigned a service region to which it is responsible for meeting educational needs (see Appendix D); it is the demographics of these regions that determine both the character and the size of an individual institution, graphically expressed as the following:

Table 1

Number of Colleges	Student enrollment representing percentage of VCCS total
1	20%
1	23%
1	7%
1	6%
1	5%
1	4%
17	Between 1% and 3%

As might be expected, the larger student enrollments -- as well as respective Full Time Equivalents (FTE's comprise the State Council of Higher Education's measurement system based on number of academic credits attempted) -- were found in the larger metropolitan areas, and the smaller enrollments (and FTE's) in the least populated, rural sections of the state. Expressed as a percent, 74 percent of the system's colleges enroll between one and three percent of the total Virginia community college enrollment. When combined, this comprises 36 percent of the system total. In contrast, 26 percent of the colleges enroll 64 percent of the total enrollment.

Throughout the system's twenty-three colleges the average student age is between 25 and 34 years at nine of the institutions and between 18 and 21 years at 14 institutions; however, since the two age groupings were almost the same size at the majority of the colleges, the result was a fairly even distribution of students between the ages of 18 through 34 years.

When one observes the clustering of Virginia community colleges by size (see chart above), it is evident that 74 percent of the colleges fall into the small category (17 colleges, each with 1-3% of the VCCS enrollment total). When one looks at faculty (full and part time) size, the resulting size categories are very similar: 16 of the colleges have fewer than 200 faculty, four colleges have between 200 and 350 faculty, and the remaining 3 have 480, 775, and 1,585 respectively. The percentages of full- and part-time faculty ranges from a low of 29 percent full-time (71% part-time) to a high of 71 percent full-time (29% part-time), the only apparent relationship to college size being the largest colleges hovering around the 50 percent mark. The ratio of administrative positions on the campuses to faculty members (full and part time) fluctuates from a high of 18 percent administrative staff to a low of 7 percent, with 82 percent of the colleges falling between 8

percent and 11 percent. In relation to college size, the smaller colleges generally had a higher proportion of administrators than did the larger ones.

Educational Foundations in Virginia Community Colleges

All of the twenty-three community colleges in Virginia possess an operational educational foundation, two of which are 30 years old and 26 years respectively. Of the others, only four foundations were less than ten years old (none less than five years), and most (82%) were between 11 and 15 years old. 'Operational', however, was a term with different meaning and limitations, and varied from institution to institution.

In response to questions regarding fund-raising personnel, only nine of 23 colleges possessed a full-time development director; six had a part-time director; and eight dedicated a part of one position to their fund-raising efforts. Support staff revealed some similarities among the colleges -- 13 institutions had full-time clerical assistance, 11 had part-time help and one institution had both a full and part-time clerical position. Other support staff varied greatly from college to college: two had full-time bookkeepers and three had part-time ones; one had a full-time graphic artist and one a part-time one; others had a dedicated public relations specialist, an assistant development director, a grants officer, or a scholarship coordinator.

Fund-raising activities, on the other hand, were generally consistent among the state's community colleges -- 18 had an **Annual Fund**, 10 had held a **Capital Campaign**, 13 were involved with **Planned Giving**, and 16 solicited **Corporate Gifts** for their institutions (see Definitions of Relevant Terms in Chapter 3, pp.30-32 for explanation of terms). The colleges were split on their use of professional development consultants, with eight having made use of them and fifteen not having done so. Inclusion of one's college president in fund-raising activities differed only in degree among the twenty-three institutions; in response to a question of the degree of participation by presidents, fifteen

colleges responded that it took *some* of his/her time and eight that it took *little* of his/her time. None responded that it took *most* all of his/her time.

Success in fund-raising as measured by dollars raised reveals significant differences among Virginia's community colleges; for 1989, the first of the five years for which information was requested, six colleges could not provide figures at all (none were raised and/or none was recorded), and the other seventeen ranged from a low of \$21,000 to a high of \$1,054,740 (53% under \$100,000, 29% between \$100,000 and \$250,000, 6% at \$407,000, 6% at \$585,000, and 6% at \$1,054,740 with 6% representing one institution). When the five years' returns are compared, the following categories result:

	\$100,000 & Under	\$100,000-\$250,000	Over \$250,000
1989	53%	29%	18%
1990	39%	39%	24%
1991	28%	50%	24%
1992	28%	33%	39%
1993	12%	71%	18%

The trend has obviously been from the lower income categories to the higher ones, reflecting movement in a positive direction and increasing success among college educational foundations.

When total dollars raised over the five years surveyed (1989 to 1993) are compared, eight of 21 colleges reporting brought in under \$500,000 (38%), five brought in between \$500,000 and \$1,000,000 (24%), six colleges raised between \$1,000,000 and \$2,000,000 (29%), one between \$2,000,000 and \$3,000,000 (5%), and one between \$3,000,000 and \$4,000,000 (5%). What is inconsistent, however, is the relationship between staff allocated and the amount of money collected on behalf of the college, since the highest total raised resulted from the efforts of only a part of one college position. Perhaps this single large gift total is the exception rather than the rule, since six of the

seven other colleges raising over one million dollars in the five year span **did** have a full time educational foundation director as well as some part time support staff. Those colleges bringing in less than one million dollars in the same period are divided among those with only part time directors (62%) and those with full time ones (38%), reflecting at least some relationship between professional staffing and little at all.

When one relates the size of the college (as measured by students served) with the amount of money raised, one finds five of the seventeen smaller colleges (enrolling between 1% and 3% of the VCCS total) achieving beyond the \$1 million mark; of the six medium to larger size colleges (see chart on p.34 of Chapter 4), one half of the institutions raised more than \$1 million, and the other half did not, although each of the six are located in or near a medium to large size city. It would appear that college size and proximity to metropolitan rather than rural areas are not necessarily related to success in fund-raising as measured by dollars raised.

The last piece of Virginia's educational foundation picture concerns the types of gifts the colleges have received over the 1989-1993 time period. Of the 21 institutions reporting figures, 43% have received cash only, 57% received equipment donations in addition to cash gifts, 14% included real estate gifts, 10% had received stocks, and 52% had been offered in-kind services in addition to cash ('in-kind' refers to services provided by donors possessing services matching college needs).

Case Study Interview Data

As previously stated in the Introduction to this chapter, descriptive background data gathered from a 14-item questionnaire and several unpublished VCCS reports provide perspective on Virginia's general climate for community college fund-raising. The major portion of the research for this investigation is the case study interview data from three Virginia community colleges -- Piedmont Virginia Community College, J. Sargeant

Reynolds Community College, and Northern Virginia Community College. Interview questions were derived from a theoretical framework comprised of nine characteristics of effective community college fund-raising from the work of Duronio and Loessin (1991) and another (and tenth) characteristic from the work of Kerns and Witter (1992). An identical set of these questions was presented to four individuals at each of the three colleges studied: the president of the college, the director of development (or whoever fulfilled that function) of the college, a significant donor to the college (an Educational Foundation Board member), and a faculty representative of the college. Additional descriptive data for each of the case study subjects were derived from their respective college publications and announcements, and a compilation of that data precedes the interview responses for each of the three colleges.

Piedmont Virginia Community College

Appropriately named for the Piedmont region it serves, **Piedmont Virginia Community College** first offered classes in the fall of 1972, three years following a request to the State Board of Community Colleges by representatives of Charlottesville and five surrounding counties. Today the College serves residents of the city of Charlottesville and the counties of Albermarle, Fluvanna, Greene, Louisa, Nelson and the northern part of Buckingham from its campus location at the intersection of Route 20 and Interstate 64 just south of Charlottesville. In the twenty-two years since its inception, Piedmont Virginia Community College has served approximately 59,500 students.

The primary mission of Piedmont Virginia Community College is "meeting the educational needs of its students and the region through excellence in teaching and leadership in community service". College programs address the following areas: occupational/technical education, college transfer education, developmental courses, general education, continuing adult education, and community services. Degrees offered

by Piedmont Virginia Community College include Associate in Arts, Associate in Science, and Associate in Applied Science degrees, and Certificate and Career Studies Certificate Programs. Excellence in teaching is assured through a continuing review of the College's effectiveness in its teaching and related services by means of continuous self study.

Piedmont Virginia Community College enjoys a model partnership with the University of Virginia which boasts of 1,076 transfer students to that University -- more than any other Virginia community college. Piedmont Virginia Community College has also achieved a 38% transfer degrees award rate -- the highest percentage of graduates continuing on in higher education for any college in the Virginia Community College System. The College also maintains partnerships with the local public school systems, business and industry, and the general community (see Appendix C, Piedmont Virginia Community College).

Interview Responses

Aggressive fund-raising that is consistent and persistent is the first of nine characteristics indicative of effective community college philanthropic efforts according to the research of Duronio and Loessin (1991). In order to elicit information related to such a characteristic, the following questions were asked: Describe your educational foundation's fund-raising efforts. Were your initial efforts somewhat hesitant and in need of changes to make them more aggressive? Has aggressiveness in fund-raising ever been rebuffed? Note: 'Aggressive', in this case, means initiating contact with prospective donors, maintaining donor contact, and making requests for gifts on a regular basis. Responses to these questions differed among the four respondents based on their longevity at the institution: the **faculty representative** had worked at PVCC for eleven years and had observed non-existent efforts grow into small projects (e.g. a French dinner, an in-house campaign) spearheaded by faculty that later mushroomed into 'all-out' personal

efforts by their President; the **Foundation Board member** who had served for four years described 'hit or miss baby steps' in the early years of the College but had seen a much more focused effort to develop a prospective donor list and expand Board focus in the most recent three years. Since the **Development Director** had only been on the job for six months at the time of the interview, his knowledge of previous fund-raising efforts came from others at the college and a reading of past records. He described little significant fund-raising until the current President's three-year capital campaign involving a feasibility study, Board committees for prospective donor solicitations, and a \$506,000 success figure; the Director himself had already begun an Annual Fund through spring and fall mailings and phonathons. The **College President**, in her position for four and one half years at the time of the interview, also reiterated the 'small yet positive efforts' to build community interest that had been made prior to her arrival at PVCC; however, she felt very strongly about the need for a supplemental base for support of the College and was intent on becoming the best model for two-year college fund-raising in the Commonwealth. Her knowledge of the fund-raising process -- from the subtleties of strengthening the Educational Foundation Board, to the fund-raising processes of feasibility studies and appropriate campaign chairman, and the proper campaign celebration and donor recognition -- revealed a leader cognizant of what needed to be done and how to go about doing it. Although the College had not been aggressively pursuing outside donor support prior to her arrival, the President was clearly moving in that direction for the future.

Duronio and Loessin's second characteristic -- realistic assessment of an institution's strengths and likely constituents -- was sought by the following questions: Has your educational foundation assessed your institution's strengths and opportunities for growth? Has it assessed the institution's likely constituents? If yes, how accurate have these assessments been? Have you needed professional consultants for the work of

institutional assessment? In response to these questions, both the **Development Director** and **Foundation Board member** as well as the **College President** were able to identify the professional consultant group hired prior to the recent campaign and to explain their (Development Director, Foundation Board and President) role in identifying college strengths and weaknesses, an assessment of community needs, and perception of the college by its constituency -- all of which formed the basis for a PVCC strategic plan for the 90's. The **faculty representative** responded that the concepts of college strengths/weaknesses, community needs assessment, and college constituency had been discussed thoroughly with faculty at regular meetings, and allowed for faculty questions and input into these concepts and toward the strategic plan as well. It appears that PVCC has 'done its homework', as it were, and has effectively studied the institution's strengths and its likely constituents; its earlier attempts to do so were accomplished with the aid and direction of a professional consultant (prior to a recent campaign), but today are an integral part of the management of the college through its annual strategic plan review.

The third characteristic necessary for successful fund-raising -- strong board and presidential leadership -- was assessed with the following interview items: Describe the role the President plays in your fund-raising efforts. What percent of the President's time is spent on fund-raising? Is the President's role in development peripheral, crucial, or somewhere in between? and Describe the role the Foundation Board plays in your fund-raising efforts. Do board members make donations to the institution? Do they identify prospective donors? Are they aware of these responsibilities when recruited? Do they solicit gifts? Do they see their role as fiduciary, fund-raising or both? Do they attempt to influence policy supportive of fund-raising? How would you describe the composition of your Foundation Board?"

The President's role was perceived by the **Development Director** as key to fund-raising success, as visionary, and as very supportive of philanthropic efforts; he

estimated that the President spends at least 25% of her time in a combination of external (community) and internal (faculty/staff) college relations and direct fund-raising as well. The **faculty representative** also saw the President's role as crucial (with assistance from the Foundation Board President) both in the Charlottesville service area and in Richmond with the state legislature, estimating that almost all of the President's time was spent in this way; the **Foundation Board member** responded similarly, highlighting the President's ability to achieve faculty/staff commitment to college fund-raising efforts. From the **President's** own perspective, the role is key, as the representative of the college to the community, and as the convening colleague in a community of scholars; she estimates that 60 to 70% of her time is spent with the external community and 30-40% with the internal one. Although three of the four respondents were in general agreement on their estimations of Presidential involvement in fund-raising, the Development Director had a substantially lower estimate (25%); this discrepancy is likely the result of only six months in his position and limited occasions at which to observe the President's major roles and apportionment of her time to her responsibilities.

In response to questions concerning the role of the Educational Foundation Board, the **Development Director** affirmed efforts made by the President to clarify expectations of Board members to "give or get" -- that is, to donate oneself or to solicit others to give -- but recommended including these expectations more explicitly in the printed materials (about the College) given to new Board members; he was confident that Board members were aware of both fiduciary (holding in trust) and fund-raising responsibilities, and thought a President as clearly committed to fund-raising as theirs needed little prodding about its importance from the Board. The **Foundation Board member** was in complete agreement with the Development Director's views, but did admit some discomfort with gift solicitation by several Board members who had been placed on the Board prior to the active fund-raising efforts encouraged by the current President. The **College President**

also affirmed the need for Board members to be donors and to solicit other donors as well, and saw the Board's role as one of influencing institutional policy in support of fund-raising whenever needed. All three of these interviewees described the present composition of PVCC's Foundation Board in similar terms. Board members predominantly come from the business community whether as CEO of a larger corporation or manager of a small business, those with personal wealth and/or access to it, and other community members with unique area relationships (e.g. Chamber of Commerce President, retired educators/administrators from nearby universities). The **faculty representative** did not have sufficient information about the Foundation Board to answer the questions about its role at the College. The lack of knowledge of the Foundation Board's role by the faculty representative is indicative of an evolution of the Foundation Board itself -- from a quiet, cautious group of interested citizens safeguarding donor gifts to a more active and assertive group of businesspersons and community leaders, aggressively increasing support from the region they serve (while continuing to safeguard donor gifts). During the course of this evolution, there has been some allowance made for Board members accustomed to the earlier mode of operation; those who cannot afford to give significant dollars to the College will be expected to, at least, solicit those who can; those who feel they can do neither will be quietly eased from the Board at the completion of their next Board term and asked to serve in some *ex officio* capacity. With the increase in current Board activity comes the need for an effective means of communication with both the internal and external communities -- a need not yet adequately filled at PVCC, but a need of which they are acutely aware.

Characteristic number four of Duronio and Loessin -- institutional priorities dedicated to increased commitment to fund-raising -- was researched through questions probing how the leadership of the College (President, Board of Visitors, other administrators) perceived the importance of fund-raising, especially as indicated by

allocation of funds for the purpose, inclusion of these efforts in College strategic plans, and an understanding of Foundation Board fiduciary and fund-raising roles. All four respondents replied in the affirmative -- a very strong affirmative -- to inquiries concerning College acceptance and support of fund-raising, especially following the President's public statements early in her presidency, and her inclusion of fund-raising as a priority in the College's strategic plan. Most recently, that plan was put into action with the hiring of a full-time Development Director and a half-time clerical assistant. Only understanding of Foundation Board roles was less certain, according to the respondents; the **faculty representative** doubted that the faculty was fully aware of the fiduciary role of the Board and just what that role meant; both the **Development Director** and **President** doubted faculty/staff understanding as well. The **Foundation Board member**, on the other hand, identified certain Board efforts -- adoption of an investment and fund use policy, annual audited financial statements, and production of a College Annual Report -- that have lent credibility to the fiduciary responsibility of the Foundation Board. Clearly, this College is completely committed to fund-raising, having allocated its funds for a Development Director and clerical assistant at a difficult time of cut-backs in state support; however, the issue of communication of the Board's roles and recent efforts (identified by the Foundation Board member above) is revealed in the interview responses, and indicates a need to include *all* of the College community in these important efforts.

Modern technology to maintain proper development records is the fifth characteristic for effective fund-raising according to the model being used. Questions asked to elicit this information included the following: "Does your institution have the technology necessary to maintain adequate records and provide information as needed or the funds allocated to produce that technology? What technology do you have? How has it aided your fund-raising efforts? Do development personnel possess the expertise to use it effectively? Responses to the questions ranged from "Unknown" by the **Foundation**

Board member, to "Getting there" by the **President**, and "We were told of a new software program" by the **faculty representative**. In comparison, the **Development Director** had much to say (as might be expected by the professional hired specifically for fund-raising) about the technology he has. He described a new software program and the improvement it offers over old index card systems. But he also listed those things he hopes to have in the near future -- a network version of the donor records software, a full-time clerical assistant, a larger budget with which to make more solicitation efforts, greater ability for direct mail campaigns -- and the list goes on. Although PVCC is making every effort to acquire modern technology capable of maintaining proper development records, it has only begun to proceed down this road, limited -- as so many colleges are -- by inadequate funding to achieve their goals. Again the issue arises of communication of fund-raising efforts by the College's own Development Office to faculty, staff, and Educational Foundation Board members.

The sixth characteristic of successful fund-raising is that of internal support for fund-raising efforts; questions to elicit such information centered on 'in-house' campaign attempts (within the institution) and the degree to which faculty, administration, and classified staff had been solicited and eventually contributed to the College. Responses were again (as for question #1) based on longevity at the institution. The **faculty representative**, an eleven year veteran, recalled a low-key solicitation of faculty by letter from the then president (eight years previous) and a follow-up letter to formally end the effort. She also added the significant contributions of time and energy by faculty and staff toward production of 'French dinners' to raise money for the College. Both she and the **College President** and the **Foundation Board member** as well recalled no specific requests for donations in recent years due to a lack of salary increases; the **Development Director**, however, intended to include faculty, administration, and classified staff in future annual giving mail solicitation. It appears that achievement of internal support for

fund-raising efforts has not yet been achieved here, but a lack of faculty and staff raises over a period of several years is as much to blame as any other reason. Significant internal support might seem unreasonable to expect given the circumstances. However, future support of College fund-raising will only be forthcoming if Foundation Board and Development Office efforts are carefully and completely communicated to those from whom they hope to receive support. And this 'internal' support is important to the solicitation and generosity of the 'external' community, who often ask if the College employees have done their part in donating to their institution.

Well-planned campaign efforts is the seventh of Duronio and Loessin's successful fund-raising characteristics, and, in addition to asking about past college efforts, an inquiry was made regarding unique or creative attempts made in response to Virginia's significant cut-backs in higher education funding in recent years. The College's three-year campaign for private fund-raising had only recently ended (see remarks of all respondents to question #1), and all interviewees had felt it to be well planned and well executed; another significant campaign was not yet planned. However, the **Foundation Board member** spoke of special fund-raising events in the works, and the **Development Director** had a long list of efforts not yet attempted in his plans for the future. These included annual fund mailings and phonathons, business persons' breakfasts (to build friends for the College), student involvement in the fund-raising process, etc. In response to state cut-backs in funding for state colleges and universities, the **faculty representative** felt that PVCC had been spurred on to greater philanthropic attempts rather than less; the Foundation Board member felt optimistic about a 'growth market' as yet untapped in the community; and the Development Director surmised that his own hiring had probably been the result of College commitment to increase levels of private/corporate fund-raising. Although PVCC has the seventh characteristic -- well-planned campaign efforts -- in place

at present, it represents only one effort thus far, and needs several others to follow upon this initial success.

Clarity about institutional image (the eighth characteristic) was discussed with interviewees by means of questions regarding college image and how it is communicated, the meaning of a 'distinctive niche' in the community, and whether college faculty and staff were aware and supportive of these public relations concepts. All of the respondents were effusive in their praise of the College and its clear, precise image in the community: the **President** spoke of a "first rate institution" providing superior transfer education (especially with the University of Virginia) and a strong piece to the training of the workforce; the **faculty representative** highlighted a "high quality faculty and education"; and the **Foundation Board member** reiterated "high quality transfer and vocational-technical education" at a progressive institution with a constant eye to the future needs of the community it serves. It was the **Development Director**, however, with only six months on the job, who was able to 'spout' verbatim the image of PVCC as "the primary arm of higher education in the greater Charlottesville region" due to its possession of the following six attributes:

1. It reaches the broadest base of the community, accommodating the largest number of local students of any learning institution.
2. It responds to the special needs of the region's economically disadvantaged.
3. It plays a significant role in the economic development of the area.
4. It trains the backbone of the local workforce.
5. It provides a high quality transfer program at a reasonable cost.

6. It focuses on local rather than national issues and how national issues affect local ones.

All four of these respondents were clearly in agreement about the PVCC image and how it is communicated to the public -- by a planned effort for increased visibility through "fantastic" media coverage, especially the local newspaper, but including radio announcements, printed class schedules and viewbooks, and frequent speaking engagements at civic organizations.

All four respondents were also aware of the concept of a 'distinctive niche' in the community; the **Development Director** spoke of the College's "open access to the community"; the **President** highlighted its distinctiveness as a "second chance for some and the only shot at higher education for others"; the **faculty representative** pointed to the College's ability to "serve many needs, to serve all sorts of people whose needs could never be served anywhere else"; and the **Foundation Board member**, whose family members had recently attended PVCC, commented from personal experience on "a quality product where one's time is well spent". All of the respondents were aware of college efforts to create (and fill) this distinctive niche, and were certain that most of the college community (faculty/staff) were aware as well. Based on her description of the process required to reach such a focused perception, the **President** had clearly been the major designer and articulator of a "systematic visual image" for the College, establishing excellence as its moral base; she was well aware that "glitz does not last", but that small gestures aimed toward a single image or niche do accumulate into a single positive perspective of the College in the community. Perhaps of all the characteristics, this one -- clarity about institutional image -- was most successfully achieved by the College; its importance cannot be underestimated, since it represents the singularly most important foundation piece of all successful fund-raising. Without understanding what special need

of the community one fulfills, one cannot convince that community of the excellence with which one does it.

The ninth (and last) characteristic for successful college fund-raising based on the work of Duronio and Loessin is fund-raising based on pride in the institution. Questions posed to measure institutional pride included: How would you describe staff commitment to the institution? Is staff commitment greater to the institution than to professional excellence (in one's subject area) or the opposite? Does stronger commitment to professional goals (where it exists) affect fund-raising efforts? The **Development Director** responded to these inquiries in a manner reflective of his previous place of employment -- a research university -- that revealed his familiarity with the emphasis in many 4-year institutions on reputation-building through one's academic discipline (and therefore a faculty member's primary loyalty); he assured me, however, that at PVCC the primary loyalty of faculty, staff, and administration was indisputably to the College. The **President** described the relationship of those working at all levels of the College as that of a family characterized by trust, love, and respect with a healthy proclivity for controversy and debate; she had strong feelings, however, that continuing efforts needed to be made to pursue ideas about where they should strive to be as a 'community of scholars' (including academic and gender issues). The **faculty representative** felt as the President did, that faculty and staff held a primary commitment to the institution and to excellence in teaching, and saw little conflict with other professional goals. Even the **Foundation Board member** -- an 'outsider' as a non-staff member -- was impressed by the esprit he saw among faculty and staff who, due to their lean staff size, were held together by a strong work ethic to maintain the excellence of the College. Pride in the institution was clearly a characteristic achieved by PVCC, and is logically reflected in the faculty's distinctive identification with excellence as their singular institutional image.

The tenth characteristic for effective fund-raising on which this research is based is derived from the research of Kerns and Witter (1992) in a paper presented to the National Council for Resource Development; in it the authors identify alumni associations as potential avenues for fund-raising success, an avenue infrequently pursued by community colleges. The following questions were asked in regards to this consideration: Has the Educational Foundation developed an alumni association to enhance its fund-raising activities and increase the source of prospective donors? How have the alumni of 2-year institutions been perceived in comparison with those at 4-year colleges? Have any fund-raising efforts been made to accommodate any perceived differences between the two types of institutions? Responses to these questions tended to be brief and somewhat sketchy: the **President** said they were "working on it" (a reference to formation of an alumni association); the **faculty representative** reported that the President had informed the faculty of her intentions to pursue alumni interests; and the **Foundation Board member** was hopeful they would pursue the idea. The **Development Director** -- again due to his professional immersion in the field -- was able to chronicle earlier unsuccessful attempts toward an alumni association at the college and to enumerate a list of ways in which he hoped to be more successful in the future; these might include an Alumni Steering Committee (to 'kick-off' such an effort, to nominate possible association officers), bringing back alumni to the College as student mentors and providers of internships in the business community, and special media features highlighting community college success stories who had previously been on "a one-way track to nowhere". It would appear that PVCC is convinced of the potential significance of alumni associations to the success of their fund-raising efforts, but is only in the beginning stages of putting an alumni association into place. Hence, PVCC has not yet implemented the tenth characteristic.

An open-ended question was asked in addition to those aimed at characteristics of fund-raising success identified in the study's fund-raising model. The purpose was to find

additional or distinctive fund-raising methods the community colleges employed. The question read: Are there other attributes which might characterize effective fund-raising at your institution? Responses primarily reflected efforts to better "get the word out" about the PVCC message -- a message of the high quality of education offered by the College, the quality of teaching in the classrooms, the accessibility to all without compromising performance standards, the affordability of the education, and the opportunities and value the College brings to the community. The **faculty representative** pointed out that "everyone knows someone or is related to someone who has attended PVCC", and that 'word of mouth' can be a considerable asset to the College; the **Foundation Board member** thought emphasis should be placed on the focused nature of the community college student who usually has greater motivation than the average 18 to 21 year old; and the **Development Director** recommended placing special emphasis on PVCC's more goal-oriented students and how they often they outshine native University of Virginia students in the junior year. Other future goals included an alumni data base, encouragement of the Foundation Board to increase their circle of solicitation, and a broadening of the support base from chiefly Charlottesville to include the surrounding counties and their businesses. Although these responses were reflective of the respondents' own viewpoints on future directions for their institution's fund-raising efforts, they did not identify any ideas or methods that were unique to the profession or fell outside the characteristics for success enumerated by Duronio and Loessin and Kerns and Witter.

J. Sargeant Reynolds Community College

J. Sargeant Reynolds Community College was the last of the commonwealth's twenty-three community colleges to be founded (1972) in accordance with the 1966 session of the Virginia General Assembly establishing the state-wide system of community colleges; it was named after the late Lieutenant Governor of the State, (1970-71) a strong

advocate of the founding legislation. J. Sargeant Reynolds Community College is located in Region Seven of the Virginia Community College System serving the City of Richmond and Henrico, Hanover, Powhatan, Goochland, and Louisa Counties with three campuses - Downtown (700 East Jackson Street, Richmond), Parham Road (1651 East Parham Road, Richmond), and Western (Rt. 6, Goochland Courthouse). College executive offices and central administration are located in a three-story structure adjacent to the Parham Road Campus. In addition to its campus locations, the college also offers credit instruction at approximately 35 satellite locations to accommodate community needs for specialized training and convenient access; since its inception, J. Sargeant Reynolds Community College has served over 176,000 students, and is ranked the third largest of Virginia's community colleges.

J. Sargeant Reynolds Community College identifies its mission as providing "quality" educational programs which are financially and geographically accessible and which are designed to enhance the individual's sense of self-worth and community responsibility; in addition to serving the needs of individuals within its region, J. Sargeant Reynolds Community College assumes a responsibility to help meet the local requirements for trained manpower through a cooperative effort with industry, business, professions, and government.

To support its educational mission the College offers a comprehensive program of academic offerings and services. These include Associate in Arts, Associate in Science, and Associate in Applied Science degrees as well as Certificate Programs and Career Studies Options. The types of programs available include occupational-technical education, college transfer education, continuing adult education, special training programs for employers, developmental studies for college preparation, and community services in response to area needs; the programs include areas of study such as the arts and sciences, health and medical technologies, public service careers, information

processing technologies, business management and marketing technologies, engineering and industrial technologies, and agricultural and mechanical technologies.

As part of its professional training mission, J. Sargeant Reynolds Community College supports community economic development and improved job skills through its partnerships with business, industry, and government, specifically through its Center for Professional and Economic Development (CPED) and the Quality Leadership Institute. In the former, three facilities located throughout metropolitan Richmond offer open enrollment to employees seeking to improve their professional capabilities in micro-computer applications and contemporary office and managerial topics; contract training, on the other hand, can be delivered directly to the business location according to an employer's requirement. The Quality Leadership Institute serves to foster quality leadership excellence through programs designed to meet needs in business and government in such areas as Total Quality Management, ISO 9000, Electronic Meetings, and Quality Customer Service.

Interview Responses

The first of nine characteristics for effective fund-raising (by Duronio and Loessin, 1991) is aggressive fund-raising that is consistent and persistent. Both the **President** and the **Development Director** described the College's past efforts as "hit or miss" over the years, reflecting both of their desires to move toward a more aggressive and consistent effort. The **faculty representative**, a 16 year veteran at the College, was able to recall a number of previous fund-raising attempts, some of which had been successful and others that had not. These include several 'casino nights', CEO luncheons with business persons to share the College's mission and goals in the community, and letters to the faculty explaining the role of the Educational Foundation and seeking their financial support. However, a singular, focused fund-raising effort was not the faculty representative's

perception nor likely that of the faculty and staff. The **Foundation Board member**, however, had a different perspective on the College's past successes and future goals; she had been a member of the Board for eight years following the death of her husband, who had served on the College Board of Trustees for ten years (1973-83) and on the Foundation Board for three (1983-86). She recalled a clear picture of the incremental steps taken to improve the College's financial situation. In the formative years of the Foundation, as she recalled them, the Board's labors had centered on purchasing an office building now housing many of the College administrative functions. Once that had been accomplished, the Board had moved on to 'friend-raising' (education of community members as to the College's value to the geographic region it serves) through a series of luncheons with Richmond area CEO's; these luncheons were then followed by personal calls from Board members and annual letters informing them of College initiatives and requesting corporate gifts. She also pointed out current public relation efforts to prepare for a capital campaign in the near future, and recently initiated attempts to update alumni addresses for their first annual alumni letter (1993-94 academic year). Perhaps this Board member's intimate knowledge of Board activities and the central role played by the members (she claimed that Board members had done most of this work themselves over the years) influenced her view of the progressive role played by the Educational Foundation, a view not shared by the other three respondents. It would appear that J. Sargeant Reynolds Community College has not yet achieved the goal of aggressive fund-raising that is consistent and persistent, but is attempting to reassess its position (and previous limited attempts) to identify an appropriate plan of fund-raising efforts for the future.

Characteristic number two for successful fund-raising is the College's realistic assessment of its strengths and likely constituents. At J. Sargeant Reynolds there has been an annual 'retreat' (attended by college administrators, the Educational Foundation Board

president, and the president of the College Advisory Board) for the last five years to accomplish just those goals. However, both the **Development Director** and **Foundation Board member** recalled an effort about four years ago at one of these 'retreats' to hire a fund-raising consultant to educate the attendees about the components of a successful development program. The Board member's recollections were generally negative ones of "people with large egos" discussing public relations and basic business skills, both of which were already possessed by the Board. The Development Director, on the other hand, felt that the previous Development Director and the Foundation Board had not followed through with the consultant's suggestions and therefore perceived the consultants as ineffectual. The College **President** and **faculty representative** pointed out more recent college efforts to assess the institution's strengths and likely constituents as part of the College's strategic planning process one year ago (and expected each year thereafter). Both respondents described this process as a meeting of both the College Advisory Board and the College Educational Foundation Board in response to an expected increase in student enrollment and the strain on resources that would result from such an increase; therefore, the Boards would need to review the College's mission statement and its commitment to accessibility and establish specific fund-raising priorities for the Educational Foundation Board. Although both the previous retreats and current strategic planning meetings included 'assessing College strengths and likely constituents' to some degree or other, neither focused on this assessment at a level of attention to produce a singular vision and clearly defined fund-raising blueprint. This lack of focus appears to be the result of inconsistencies in the respondents' perceptions of the purpose and efficacy of past retreats, and perhaps of the strategic planning process as well. Strong guidance and leadership through this 'self assessment' process would increase the likelihood of reaching a singular vision of what makes this College distinctive to the constituency it serves.

Strong board and presidential leadership constitute the third characteristic for successful fund-raising in the community college. In response to questions concerning the President's role in philanthropic efforts, the **President** himself estimated that 35% of his time was spent in cultivation of potential donors with only 5% spent on directly asking for donations; the **faculty representative** thought that about 25% of the President's time was spent related to fund-raising, and was adamant about the importance of making community contacts on behalf of the College and the crucial role the President plays in adding to the community's knowledge of the College. The **Foundation Board member** could not estimate the President's time commitments but was effusive in her comments regarding the excellent presentation the President can make when needed, providing the technical information a prospective donor may require, and possessing the ability to connect with people in a social situation. She thought he fit in with the traditional business and community leaders. In contrast to the many years of contact with the President by the Board member, the **Development Director**, although not a new member of the College staff, was in her current position less than one year and had observed the President infrequently in donor cultivation situations; her only suggestion was that he be a bit more gregarious when socializing at community functions, speaking with those he does not know as well as those he does. From the four responses to the role of the President in fund-raising, it did not appear that he was 'leading the charge' with a sense of urgency that inspires others to follow.

Evaluation of the Foundation Board's commitment and leadership revolved around their willingness to donate to the College themselves, identify future prospective donors, solicit gifts, and influence College policy toward support for fund-raising. All four respondents answered in the affirmative that Board members were indeed asked and willing to do these things. The **Foundation Board member** specified how and where each of them is made aware of the responsibility (individual College tour and lunch

meeting with the President). The **Development Director** identified recent efforts to include Board member responsibilities and expectations in a new orientation booklet that would reinforce on paper what the President expresses verbally over lunch. All four respondents agreed that both faculty and administration already felt a strong need for increased funding from the private sector, and shared a realization that fund-raising was the necessary means to achieve that support. The Educational Foundation Board, therefore, had little convincing to do in that area. The four respondents were also in agreement concerning the composition of the Board -- that it was primarily composed of members of the business community and other area leaders, and represented the service regions of each of their campuses. In relation to the third characteristic -- strong board and presidential leadership -- the College is slowly moving in that direction, but has not yet reached the desired goal.

The fourth characteristic for effective fund-raising -- namely, institutional priorities dedicated to increased commitment to fund-raising -- was described in the affirmative by all of the interview respondents. The need and support for fund-raising is well understood at J. Sargeant Reynolds, encouraged by the benefits enjoyed from donated equipment (in automotive and allied health programs) and financial support for faculty sabbatical activities; respondents felt that College leadership reflects institutional support by its allocation of development positions and plans for development office reorganization. All understood the Foundation's fund-raising and fiduciary responsibilities and thought most of the College community did as well. The **Development Director** expressed a desire for even greater knowledge and commitment by those at the College, and expected to make this effort one of her first significant endeavors. It appears that the Development Director has identified the 'missing piece' to the fund-raising puzzle at this College. When she hoped for even greater knowledge and commitment from the College community, she shed light on the enthusiastic energy and dynamism that are missing from their fund-raising

efforts -- the sense that this work is of crucial importance at this moment and cannot be ignored. Technically, J. Sargeant Reynolds has its priorities dedicated to increased commitment to fund-raising (characteristic #4), but not with the energetic determinism necessary to getting it accomplished.

Modern technology to maintain proper records for the Development Office is the fifth characteristic of effective fund-raising. Neither the **Foundation Board member** nor the **faculty representative** had any knowledge of Development Office technology, but the **President** was aware of a need to replace outdated equipment and enhance the Office's ability to operate efficiently. As one might expect, the **Development Director** had the greatest knowledge of the current state of affairs in her office, and was quick to acknowledge the excellent accounting software for tracking donations while expressing a dire need for a donor records software program. There did not appear to be any philosophical resistance to acquiring these 'tools of the trade' -- only the lack of time, money and knowledge to do so. The characteristic for successful fund-raising -- modern technology to maintain proper records -- has not yet been achieved by the College, although the Development Director is aware of those systems crucial to a first-rate operation and is actively pursuing them. Perhaps more significant and reflective of a greater hindrance to success is the lack of awareness by the Foundation Board (as represented by the Board representative for this research) of what is going on -- or not going on -- in the development efforts of the College, whether it be the activities of the President or the technology acquired for donor records. This lack of awareness could significantly affect commitment and thereby successful solicitation of gifts as well.

The sixth characteristic recommended by Duronio and Loessin (1991) is internal support for fund-raising efforts, meaning the willingness (financial and otherwise) of faculty, staff, and administration to donate to the college and to encourage efforts to acquire donations from the surrounding community as well. The **Foundation Board**

member recalled the 'Casino Nights' in years past organized by the Foundation with assistance from the College faculty and staff; however, no in-house (within the institution) campaigns soliciting contributions from faculty and staff had ever taken place, according to all the respondents. The **President** mentioned the need to work with the Faculty Senate on this issue, and the **Development Director** expressed a need to show what the Foundation can do for the faculty and staff first before expecting them to become involved in college fund-raising. An initial step in this direction, she mentioned, was a holiday season postcard providing some basic information on the role of the Educational Foundation at J. Sargeant Reynolds Community College. The **faculty representative** also mentioned the postcard. She was able to recall letters sent to the faculty requesting donations in the past, and recent academic Division meetings at which a 'wish list' was requested from faculty members (to be passed on to the Foundation Board). The faculty representative was also able to point to a college bi-weekly newsletter in which Foundation activities were occasionally included as were congratulatory notices to scholarship recipients, another of the Foundation's endeavors. J. Sargeant Reynolds has just begun achieving characteristic #6 -- internal support for fund-raising efforts -- with the realization that an educational process is necessary among faculty and staff prior to expectations for their interest and support. Thus far, little has been attempted to inform the internal College community of what the Educational Foundation is, who comprises the Foundation Board, and the nature and purpose of the Board's activities. Once the faculty and staff have a better understanding of this information, they are more likely to appreciate that both they and the Board are working for the same goals -- achievement of the College mission -- and may be more likely in the future to support College fund-raising efforts.

Well-planned campaign efforts constitute the seventh characteristic for effective fund-raising. In response to questions about College efforts, each of the respondents recalled different activities. The **faculty representative** remembered the Casino Nights as

the only college-wide effort to increase funding from outside sources. The **Foundation Board member** recalled yearly mailings to previous donors containing a special thanks from the College President; she also mentioned the first year for an alumni mailing and solicitation. The **President** described an annual activity called 'President's night' to which all donors contributing over \$1,000 were invited for a special evening of dining and entertainment. It was the **Development Director**, however, whose responsibility is the planning and execution of campaign efforts (of any size or scope), who supplied a developing vision for the College's fund-raising activities. Each fall, the College would host a Casino Night, and each spring a golf tournament; regularly scheduled breakfasts and/or lunches would be held to introduce to the College small business owners in their service region; and for their twenty-fifth anniversary year (1996-97), the College would launch a \$10 million campaign to bring the institution into the twenty-first century. Thus far, well-planned campaign efforts (characteristic #7) do not exist at this College, but *are* in the planning stages according to the remarks of the Development Director. Perhaps the planning and execution of the 25th anniversary campaign will serve as a 'teaching tool' for the entire College community, even though future campaign efforts may be on a smaller scale and for a more limited purpose.

The eighth characteristic -- clarity about institutional image -- currently provides some difficulty for this College but the need for a viable solution is well known. The **Foundation Board member** responded to questions regarding 'image' and 'niche' with some discomfort, but was able to highlight the College's fine reputation for its automotive/diesel program, and its newsletter to donors and friends as a means of communicating College successes. The **President** and **Development Director** chose the concept of 'service' to best describe the institution's basic image, one of meeting the community's ever-changing needs. The President expressed reservations that they had reached the point of a single, over-arching image with examples of the multiple images of

the past -- "many people using the College for many reasons". The Development Director was more optimistic about a single institutional image and filling an educational niche in the community; she described it as "the community's college", with emphasis on individual campuses (meeting the public's need for smallness and manageable size), and "a large facility", placing emphasis on the wealth of resources upon which the community can draw for whatever its needs. Using all available media -- television, radio, newspapers, publications -- the emphasis would need to be on 'service', she added. Although couched in different language, the **faculty representative** also highlighted the College's response to community needs through the excellence of its transfer and occupational-technical programs. It was clear from discussions with the four respondents that they were uncomfortable with the concepts of 'image' and 'niche', and had limited comprehension of the importance of clarity about institutional image (characteristic #8). Only the Development Director had a good understanding of the concepts, and what important foundation parts they played in carefully planned development efforts. She knew that the College needed to have a very clear picture of who it was and who it would serve in order to convince the external community of its important contribution to the region it serves.

The ninth - and last - of the characteristics of effective fund-raising based on the model of Duronio and Loessin (1991) is fund-raising based on pride in the institution. This attribute reflects a positive attitude toward the institution of those who work there, and probes the potential conflict between commitment to one's academic discipline and commitment to one's college. At J. Sargeant Reynolds Community College, the **faculty representative** felt strongly that an advantage of the two-year institution was freedom from the pressure 'to publish or perish', and that that freedom resulted in research pursued to improve one's personal knowledge and teaching in the classroom (which should be of greater benefit to the student). She saw little or no conflict between faculty teaching in the transfer programs and those in the occupational-technical areas, and significant

commitment of all to the College as a whole. Since not an employee of the College, the **Foundation Board member** could not respond to this issue; however, the **Development Director** was in agreement with the faculty representative that faculty commitment was primarily to the quality of their teaching at the College. The **President**, too, emphasized faculty commitment to the institution, but did observe attitudinal differences between faculty teaching in the transfer programs and those in the occupational-technical ones -- finding a more entrepreneurial spirit among those in occupational-technical programs, buoyed by previous successes with large equipment donations. Pride in the institution(characteristic #9) -- as measured by faculty's primary commitment to teaching excellence at their college -- has been achieved to a significant degree at J. Sargeant Reynolds, as reflected in respondents' comments. In future fund-raising efforts, however, it would be wise to identify appropriate ways to take advantage of the 'entrepreneurial spirit' of some faculty members, as was mentioned by the President. The nature of such ways would depend on the type of fund-raising activity undertaken.

The alumni association as a potential avenue for fund-raising effectiveness is the tenth of the characteristics to be considered in this model, and derives from the work of Kerns and Witter (1992). Responses to questions regarding alumni solicitation were only mildly optimistic. The **Foundation Board member** acknowledged that there was no way the community college could produce the same loyalty that a four-year institution could, but that the Educational Foundation was certainly working on finding some special way to encourage alumni interest and support, beginning with compiling an accurate list of names and addresses. Both the **President** and the **Development Director** recalled a large alumni mailing (between fourteen and seventeen thousand) that netted less than \$1,000 and cost much more to produce -- hardly a cost effective effort, they both agreed. Both of these respondents also pointed out the tendency in a larger institution (such as theirs) for alumni to have greater allegiance to the program from which they graduated than to the

College itself. It was the **faculty representative**, however, who was the most optimistic and creative about success with alumni solicitation; she observed the need for graduate record-keeping by program (rather than college-wide) and the imperative for faithful updating of names and addresses. She felt there was no way to maintain the allegiance of the transfer program graduates (since they move on to a four-year institution), but thought that a "creative homecoming" might pull occupational-technical alumni back to the institution, even though many had been part-time students with little time for 'bonding' with the College. To date, the alumni association as a potential for fund-raising effectiveness has not functioned as such (characteristic #10) at J. Sargeant Reynolds. There seems to be some skepticism as to the likelihood of success, buoyed by failure of the recent alumni mailing. Perhaps more thought about the nature of two-year college alumni is needed, and greater consideration given to the faculty representative's suggestions of appeals based on primary allegiance to one's program of study (rather than to the College in general).

The open-ended question at the end of each interview was an attempt to identify any unique or particularly creative ideas for fund-raising employed at the institution that were not represented in the ten characteristics of the research model. All of the respondents emphasized the potential enthusiasm and abilities not yet realized in the current Foundation Board and the College faculty and staff, and that indications of real growth were only now beginning to manifest themselves. The **Foundation Board member** looked to past accomplishments once again, suggesting the College solicit those they already knew. Reflecting an opposite perspective, the **Development Director** emphasized the need to restructure the development function of the College to achieve greater efficiency and increase the possibilities for success. It became clear that two perspectives -- one favoring the past, one looking to the future -- were at work here, and the inconsistencies of the outlooks needed to be resolved in favor of the future. The

President, like the **Development Director**, felt they were in the midst of a "learning experience" seeking better ways to identify potential donors and organize their efforts toward gift solicitation; he seemed excited to be moving in the new direction. The **faculty representative** seemed especially optimistic about the Educational Foundation "getting itself together", crediting the recent College strategic planning process for giving them needed orientation. It became obvious through these responses that 'J. Sarg' was not yet a smooth running, finely tuned fund-raising machine, and did not have any new or creative fund-raising ideas beyond the ten characteristics. However, the institution was making significant efforts to improve its past track record.

Northern Virginia Community College

Founded in 1965, **Northern Virginia Community College** is today the largest institution of higher education in the Commonwealth of Virginia, serving over 63,000 credit students annually. Because of its size, Northern Virginia Community College is able to provide over 130 programs of study, and a diverse mix of people, facilities, programs, services, and educational strategies. The College is comprised of five campuses, each distinctly different and reflective of the community it serves: Alexandria, an urban campus located in the City of Alexandria, just a few miles from Washington, D. C.; Annandale, a suburban campus located in Fairfax County; Loudon, a 91 acre campus in rural Loudon County; Manassas, bordering the Manassas Civil War Battlefield in the midst of the rapid growth of western Prince William County; and Woodbridge, a campus conveniently located between the busy U. S. Route 95 north-south corridor and the scenic Potomac River.

Northern Virginia Community College articulates its mission in the College's "Statement of Values" stating, in part, that the "foundation of our institution is the unique diversity of educational experiences we provide for the community, shaped by our

dedication to teaching and learning and to the values that we share". Northern Virginia Community College, therefore, offers numerous occupational-technical programs, college-transfer programs, work force training, continuing education opportunities (non-credit), and community services reaching 230,000 northern Virginia residents each year. In addition to campus and satellite course locations, the College's Extended Learning Institute -- "campus without walls" -- provides educational opportunities through distance learning to nearly 3,000 students yearly. In January 1991 Northern Virginia Community College extended its diversity of service by opening the Annandale Campus Community Cultural Center -- renamed "The Richard J. Ernst Community Cultural Center (in honor of Dr. Ernst's quarter century of leadership of the College) -- to provide a community resource for plays, concerts, art shows, sporting events, receptions, workshops and conferences. Plans are currently underway for a second community center -- the Arlington/Alexandria Cultural Center -- to be located on the College's Alexandria Campus.

Interview Responses

As stated previously, aggressive fund-raising that is consistent and persistent is the first of nine characteristics for effective fund-raising as identified by researchers Duronio and Loessin (1991). At Northern Virginia Community College (NVCC) the **Development Director** described gradually increasing aggressiveness in fund-raising at his institution, and a movement from smaller to larger gift solicitations, with only slight resistance from some Board members who continue to "think small". Having previously worked at a large, four-year research university, the Development Director has recently 'tightened' the organization of his office to reflect precise procedures; he has improved the documentation of scholarships, increased business representation on the Foundation Board, clarified the orientation for Board members, and achieved greater visibility for the Educational Foundation and its accomplishments on the five campuses. The response of the **faculty representative** indicated the accuracy of the Development Director's concern

for increased Foundation visibility; a member of the College community for 24 years, the faculty representative had only a vague awareness of the Foundation and its activities until the very recent past, when efforts had been made to explain how the Foundation helps to serve college needs. Among the faculty, remarked the faculty representative, the value of the Foundation has now become evident, most especially in the new cultural center (*Vision 21* is NVCC's first multi-million dollar campaign, managed by the Foundation, for the purpose of augmenting College facilities and programs -- the first phase of which funds community cultural centers on each campus). Currently, the faculty is involved in phonathons, identifying prospective donors, and fund-raising for special faculty projects, although there remains some distrust by a few and some intellectual snobbery by others.

The **Foundation Board member**, in his eighth year of service, described earlier fund-raising attempts as "laid back", but now saw the need to be very focused if they were to be successful. He identified a core nucleus of the Board -- chiefly the more recent members -- as comfortable with gift solicitation, but observed some hesitancy among the long-time members in asking for money, particularly for non-programmatic concerns (where risk of rejection was greater). He also saw in the President the type of visionary leadership that could overcome resistance to 'bricks and mortar' and non-programmatic requests, both among Board members and the community at large. Interestingly, the **President** responded to questions about fund-raising efforts by describing the much 'bigger picture' with which he must contend; funding -- as the President sees it -- incorporates state support, input from local jurisdictions (for capital needs and student financial aid), federally funded programs, and solicited donations from the private sector (for scholarships, capital needs, and professional development of faculty/staff). He finds himself raising funds of one kind or another at all times throughout the year. Achievement of the first characteristic -- consistent and persistent fund-raising -- at NVCC is currently in the planning stages, but is not yet achieved, particularly in terms of its aggressiveness.

The College has been raising money for many years, but without a particular plan or blueprint, and generally in response to individual projects. However, the pursuit of support for the cultural centers and the *Vision 21* concept are providing the opportunity to gain experience in consistent, persistent, and aggressive fund-raising.

The second characteristic -- the realistic assessment of an institution's strengths and likely constituents -- was unknown to the **faculty representative** but clearly a part of the College's community surveys and recent feasibility study (a feasibility study measures the likelihood of fund-raising success through interviews with key community leaders), according to the **President and Development Director**. Both referred to the most recent use of a professional consultant to determine the feasibility of the cultural centers planned for each campus -- determining the utility of such centers as well as the probability of attracting donors. It appears that institutional assessments are done on an 'as needed' basis rather than on a pre-determined schedule; however, there appears to be significant dependence on the unique abilities of the President, who was described alternately as a risk-taker and an energetic visionary by the interview respondents, and one who has guided the direction of the College since he assumed the presidency over 25 years ago. NVCC does seem to have achieved the second characteristic (assessment of institutional strengths and likely constituents), although much of that assessment is attributed to the vision of the President.

The third characteristic -- strong board and presidential leadership -- required questions addressing both of these dimensions. In regards to the President's leadership role in fund-raising, the **President** himself responded that *all* of his time -- or at least 90% of it -- was involved with being visible to the community, developing the College's image, and bringing in resources to the College (once again alluding to the 'big picture' of funding sources -- state, federal, local, and private). The **Development Director, Board member**, and **faculty representative** all responded similarly, emphasizing the crucial role

played by the President as the "personification of NVCC", the respect he has from the community (e.g. recipient of the Citizen of the Year award in Fairfax County), and the responsibility he has of maintaining a constant vision for the College -- both internally and externally.

As far as the Foundation Board's role is concerned, there were some differences in expectations from two years previous to these interviews and the present. The **President** recalled that some Board members were involved in fund-raising while others were not, and that donating to the institution was not a requirement; the 'laid back' approach changed with the arrival of the new Development Director, the **Foundation Board member** pointed out, and the initiation of the Board "revisiting" its roles and responsibilities. These discussions had resulted in specific changes to the Foundation By-laws, including the introduction of term limits and the clear identification of 'raising money' as their major focus. The three roles of the Board were now succinctly expressed in three w's (wealth, wisdom, and work). The expectation is that Board members will bring wealth (or access to it) and wisdom (particularly knowledge of the community) to the Board, and that they will work to raise money for the needs of the College. As a result of these By-laws changes, the **Development Director** saw an increasing acceptance of donating to the College, identifying prospective donors, and soliciting gifts from the community; according to the changes, a Finance Committee would handle the fiduciary responsibility on behalf of the Board, with full Board approval to changes in policy and/or disbursement. Since the College was already very committed to fund-raising from the private sector, the College administration did not need to be convinced of its importance. When questioned about Foundation Board influence of College fund-raising policy, the **faculty representative** expressed discomfort with such Board influence, lest the external community perceive decisions concerning the College emanating from anyone other than the President; this viewpoint seems to reinforce the image of the President as a visionary

leader. When asked to describe the composition of the Foundation Board, the **President** observed a move toward more business persons and fewer community activists than ten years previous; he also described efforts to represent all of the College constituencies by geographical areas, minority representation, and prevalent occupations in their service area (e.g. technology, banking, small and large businesses, education, government, law). The **Development Director** added that three College Advisory Board members and three alumni were also on the board.

When evaluating NVCC's achievement of the third characteristic -- strong Presidential and Board leadership -- there was only praise for the President's vision and activism on behalf of the College. There was, however, less evidence of leadership on the part of the Board in developing future directions for the College and in introducing additional fund-raising ideas.

Institutional priorities dedicated to increased commitment to fund-raising -- the fourth characteristic from Duronio and Loessin (1991) -- need not be questioned at NVCC. Responses to inquiries regarding attitudes toward fund-raising (by the College leadership) were unilaterally "positive" and "enthusiastic", and supported by inclusion in annual strategic planning (for the last ten years) and by financial resources for personnel (first from the College, now from the Foundation). All of the respondents perceived the roles of the Educational Foundation as both fiduciary and fund-raising, and the **Board member** also included the role of counsel and advice concerning future College projects (since the Board can be seen as a microcosm of the business community). The Foundation Board member also pointed out that NVCC is a sophisticated community in which community members understand what the Foundation can do for the College, and from which suggestions for project ideas are regularly solicited. The **faculty representative** astutely observed that faculty views of fund-raising -- whether positive or negative -- are often the result of the quality of information transmitted by one's Division Chair or other

administrator, and that those views are often related to the immediate benefit coming to the faculty. Regardless of the reservations that may exist with a few, the NVCC community as a whole reflects a strongly supportive attitude toward fund-raising and the benefits accruing from these efforts on behalf of the College. It certainly has achieved the fourth characteristic.

The fifth characteristic -- modern technology to maintain proper records -- was not known by the **Foundation Board member** and doubted by the **faculty representative** (since he thought "technology was inadequate for the college as a whole"). The **President** and **Development Director** were well aware, however, of the investment in one of the best donor records systems available, and the benefits it has provided in improved record-keeping and useful training. The Development Director also listed the availability of Word Perfect and Lotus, his desire for Electronic mail and the network version of their donor record system, and the added benefits from their 'cadillac' of software programs (availability of donor giving histories and pledge status, automatic printing of receipts and phonathon forms, and a bookkeeping function for entering donor gifts). Based on the technology currently available, NVCC has achieved the fifth characteristic to a significant degree. They would, however, benefit from the network version of their donor records software to allow their growing Development Office easy access to each other and their shared information.

Internal support for fund-raising efforts (sixth characteristic) has met with "moderate success", according to the **President**, who considers few salary increases as the major culprit in faculty resistance to giving. A recent challenge from a faculty member donating to the College has sparked additional interest in faculty involvement, as has an internal newsletter providing more information about opportunities for 'giving and getting'. Both the **Foundation Board member** and the **Development Director** saw greater involvement recently by the faculty through the 'Tiles' program of the new cultural center,

in which commemorative tiles were available for purchase along the underground walkway connecting the center with other campus buildings. It was the **faculty representative**, however, who spoke directly to attitudes of the faculty toward fund-raising; his sense was that faculty were likely to donate to the institution when there was a "felt need" and the benefits were easily recognizable. He has seen previous attitudes of resentment of the Foundation for their solicitation of faculty (through phonathons and Annual Fund) gradually changing as information of Foundation activities and successes is better reported to the College community. He pointed out, however, that the old resentment can be quick to re-surface when the faculty feels excluded from the 'big' events sponsored by the Foundation; a recent example is provided by the 25th Anniversary Dinner for the President, the cost of which was "priced out of the reach of faculty" to attend. It appears that NVCC's achievement of 'internal support for fund-raising' is somewhat tenuous, but moving in the right direction. Care needs to be taken to cultivate the support that is gradually growing through continued efforts -- such as the newsletter -- to keep faculty and staff well informed and continuously a part of the fund-raising process.

The seventh characteristic for effective fund-raising is well planned campaign efforts, and NVCC seems to have a number of them. Repeated annually, the College sponsors a Fall and Spring phonathon (each of two weeks duration), an Annual Fund (mailing to alumni and friends of the College), and the Alumni Art Auction (sponsored by the Alumni Federation); it also sponsors a College credit card to incoming students, from which NVCC earns a percentage based on sales purchases. The purpose of these activities is primarily to solicit money for the College, in contrast with special events, whose primary purpose is increased visibility and awareness in the community (and hopefully raising money as well); examples of such special events include the annual Governor's Awards Dinner and the 25th Anniversary Dinner for the President. The capital campaign -- *Vision 21* -- will span a number of years as each of the cultural centers is funded and built; one of

its components -- the Tile Program -- was previously mentioned as of particular interest to faculty members. When asked about NVCC campaign efforts, all four of the respondents were aware of these activities and their general purpose in the College's strategic plan and future goals.

When asked about the possible effect of state cut-backs to development efforts, the **Foundation Board member** thought that community colleges had "fared pretty well" during that process, suffering less impact than the four-year institutions. The **President** replied that he had anticipated decreased state support, and had begun early to apply for a variety of grants in different academic areas to "ward off the effects of the cut backs". He also responded that neither the Grants nor Foundation offices had had their support reduced or eliminated during this period. The **Development Director** could recall only a change in purchasing Corporate Directories -- bi-annually instead of annually. It is the Development Director's leadership that seems to have steered NVCC in the direction of the seventh characteristic -- well planned campaign efforts -- and it is his enthusiasm and expertise that are guiding the College in the direction of fund-raising success.

Clarity about institutional image -- the eighth characteristic -- involves an understanding of 'image' and 'niche' and how they are communicated to the public. The **President, Development Director, and Foundation Board member** were all quite clear that the singular image of NVCC was an institution with a strong academic reputation -- a reputation for excellence in everything it does. With such a large number of potential students in the metropolitan region it serves, the College has become the best alternative to the higher priced four-year institutions for the first two years of a baccalaureate degree; it also offers the only significant occupational-technical education in the Washington, D. C. area, and is a major source of career training for area businesses (for whom "the courses are short and the price is right", comments the Development Director). Therefore, the niche market the College serves includes at least three kinds of populations

-- the transfer student, the vocational student, and the career enhancement student; and due to the international quality of the area, the College is also known for its ability to serve foreign-born students with its substantial ESL (English as a Second Language) programs. Currently 140 countries are represented in its student body.

All four respondents were familiar with the ways in which NVCC communicates its image to the public. The **faculty representative** listed the cable channel, a weekly radio program of faculty/staff interviews, a College Speakers Bureau (by the faculty), speaking engagements by faculty and administrators at a variety of community organizations (e.g. Chamber of Commerce), the Continuing Education program mailers, the parking sticker ("recognized everywhere"), and word of mouth. The **Board member** also mentioned the Continuing Education mailer, and added the promotion of NVCC by area high school guidance counselors. The **Development Director** added the class schedule and radio advertising as additional sources of information for the community, and the **President** thought the cultural centers projected a favorable image for the College. Both the Development Director and the President alluded to the College Marketing Plan -- a 14 page segmentation of their various 'publics' (those whom an organization serves) and the activities targeted toward each of them -- as reflecting NVCC's knowledge and sophistication in this area. There is no question that this College has achieved 'clarity about the institutional image' -- the eighth characteristic.

The ninth -- and last -- characteristic for effective fund-raising according to Duronio and Loessin (1991) is fund-raising based on pride in the institution. This set of questions probed the potential conflict between commitment to one's academic discipline and commitment to one's institution. The **President** and **Development Director** both find the faculty strongly committed to the College, and through their model assessment program, committed to academic excellence as well. The **faculty representative** identified the greatest source of possible conflict among occupational-technical faculty,

who might be involved with an 'outside' business as well as his/her teaching responsibility; however, this possible conflict could also be viewed as a future advantage -- namely, business contacts -- from whom donations might be solicited. In general, the faculty representative thought that the faculty was committed to the College and to its emphasis on excellence in teaching and service to the community. As reflected in the respondents remarks, it would appear that NVCC has achieved the ninth characteristic -- faculty and staff pride in the institution -- and could benefit from this attribute in future fund-raising.

The tenth characteristic used in this model -- consideration of alumni associations as potential avenues for fund-raising -- derives from the research of Kerns and Witter (1992). Northern Virginia Community College has had an alumni association for over ten years -- known as the NVCC Alumni Federation -- but with over 2 million graduates, the **President** admits it remains a challenge to keep alumni's interest and commitment. Those who do remain active assist with phonathons, organize the Annual Art Auction, and plan the Faculty of the Year Reception, said the **Development Director**; the **Foundation Board member** cited the three Foundation Board places set aside for Alumni Federation representatives. The **faculty representative** was particularly optimistic about alumni involvement as an enhancement for the College, pointing out that both their "tie with the community" and potential donations are benefits not to be dismissed lightly. None of the four respondents, however, knew what the College could do about the myriad of student groups the alumni represented and the lack of camaraderie that resulted from such differences. Thus, even at a sophisticated institution such as NVCC where an alumni association existed for over ten years, success in alumni involvement in fund-raising remains limited.

At the end of each interview, an open-ended question was asked to provide an opportunity to identify any creative or unique fund-raising methods used by the case study institution. The **President** of NVCC pointed out those factors that have influenced

success at this College: as a metropolitan area, it has the highest educational background in the country; the area has little or no "old time money" or long history of giving, but attracts many entrepreneurial institutions and businesses; and NVCC has an excellent, experienced development staff and a first rate educational product to bring to the surrounding community. To these qualities, the **Foundation Board member** added that the size of NVCC meant that it "does everything and offers something for everybody", and provides the ideal place for a "second chance" for those who need it. The **faculty representative** suggested that student successes and the College's student service orientation be used as the focus for the community to see, and that faculty involvement in the community (i.e. Speakers' Bureau) be encouraged as a marketing tool and gift solicitation opportunity. The **Development Director** was optimistic about increasing fund-raising opportunities for many of the same reasons mentioned by others -- a large metropolitan population and geographical area, -- as well as a Foundation Board beginning to "think bigger" and willing to extend themselves further, a likable well-respected President, and the promise yet to be discovered in the new technologies and telecommunications. Although the respondents' comments reflected their knowledge of the College and its constituencies and offered plausible suggestions for future fund-raising efforts, there was little indication of any unique method or creative response to the demands of fund solicitation on the part of the Development Office or the Foundation Board.

Summary

Ten characteristics for successful fund-raising in community colleges (based on the research of Duronio and Loessin, 1991, and Kerns and Witter, 1992) provided the conceptual framework against which three Virginia community colleges were compared. When seen in the aggregate, the three institutions compared favorably with the characteristics and appeared knowledgeable of the direction in which they needed to go to

strengthen their fund-raising efforts. When considered individually along a continuum (on which a 10 represents complete achievement of them), each of the colleges is in a slightly different position in relation to the other two.

Piedmont Virginia Community College is in the unique position of assessing itself according to two criteria -- before the arrival of the College President and after her arrival -- and bases its fund-raising accomplishments upon these criteria. Aggressive and persistent fund-raising is an "all out" effort since the coming of the President, as is assessment of institutional strengths and likely constituents (now 'institutionalized' in the annual strategic plan). The President does indeed provide strong leadership for fund-raising, but the Foundation Board is only beginning to do so; and the College is committed to fund-raising (allocating scarce funds to their first Development Director) but, thus far, lacks the necessary technology to operate at a maximum level. Support of the College by faculty and staff suffered from lack of salary raises in the past, but a recent three-year campaign met with success and support from both the internal and external communities. A clear institutional image has been PVCC's most significant achievement in the fund-raising area, and is joined by a generous level of pride in the institution by all connected to it. Efforts towards an alumni association and inclusion of past graduates in College activities has only just begun. In summation, Piedmont Virginia Community College has achieved a considerable number of the characteristics for effective fund-raising and, based on a subjective judgment of the author, is probably a 7 or 8 on a continuum of their achievement.

J. Sargeant Reynolds Community College has not yet achieved many of the characteristics for effective fund-raising, although it is well aware of them and actively pursuing their accomplishment. There is not yet consistent and persistent fund-raising, nor a formal assessment of institutional strengths and likely constituencies (partially due to the inconsistencies in perceptions of past accomplishments). The President is not yet as

strong a motivator as the development process requires, hampered by an incomplete - and sometimes inconsistent - vision, the clarity of which is crucial to providing enthusiastic leadership. The Foundation Board, too, lacks a clearly focused vision for the College and the determination to pursue it, impeded as it is by leadership that prefers the comfort of past successes over the risks of new and futuristic fund-raising efforts. The College has begun to make fund-raising a priority, evidenced by its allocating funds for the Development Office; however, lacking a singular vision and directional leadership, the development personnel find it difficult to achieve the commitment necessary to 'forge ahead' with new initiatives. The necessary technology is not yet in place, nor is the faculty and staff significantly supportive. Planned campaigns to solicit funds have not yet become a part of the College's development operations, but will soon begin with the 25th Anniversary \$10 million endeavor in 1996-97. Thus far, the College lacks a clear institutional image that has been successfully communicated to the public, but possesses the pride in itself necessary to accomplishing those things required for effective fund-raising. An alumni association or other activities including alumni involvement do not yet exist, nor are they likely in the near future, following a recent unsuccessful alumni mailing. J. Sargeant Reynolds, at the present time, is moving in the direction of the ten characteristics for successful fund-raising, but is currently perhaps a 4 or 5 on a continuum of their achievement.

Northern Virginia Community College has been fund-raising for many years but, with the arrival of a new Development Director several years ago, saw gradually increasing aggressiveness, organizational plans for solicitation efforts, and the near achievement of the first characteristic for successful fund-raising. Assessment of the institution's strengths and likely constituents has been part of the College strategic plan for some time, in part due to strong Presidential leadership from what many describe as a 'visionary' President. The Foundation Board does not yet provide that leadership, but is

moving in that direction under the guidance of the new Development Director. Institutional priorities dedicated to fund-raising by the faculty and staff have generally been achieved, but need constant surveillance for frequent and accurate communication of College efforts. Planned campaigns have been small and infrequent in the past, but the College is presently in the throes of *Vision 21*, a campaign spanning a number of years and currently aimed at funding three community cultural centers. NVCC is quite clear on its institutional image -- what it is and who it serves -- and reflects that image in its attractive, sophisticated literature; faculty pride in the institution is reflected in their concern for excellence and in the 'first class' brochures and bulletins the College produces. Of all the characteristics, alumni involvement was the only effort to have met with limited success. When considering NVCC's place on a hypothetical continuum, the College rates probably an 8 or 9 for its accomplishment of the characteristics for effective fund-raising of Duronio and Loessin (1991) and Kerns and Witter (1992).

Chapter 5: Summary and Conclusions

Summary

As 'public' funds (federal, state, local) have gradually become less and less available to institutions of higher education, colleges and universities have increasingly sought the support of private businesses and individuals to assist them in fulfilling the missions for which the institutions were founded. The educational foundation was established as the vehicle through which donations could be solicited and gifts received. The purpose of this study was to examine the degree of success or failure of three Virginia community colleges to establish viable educational foundations and to identify the characteristics enabling them to do so. This purpose would be accomplished by testing the fit of the fund-raising model derived from the fund-raising literature with the fund-raising activities and accomplishments of the three community colleges investigated.

In order to understand the successes and failures of community college fund-raising, one needs to appreciate the role history has played in the formation of the two-year institution, public perception of that institution through the years, and the impact of the four-year college on philanthropic patterns in the United States. Therefore, the previous research the author examined included the history and development of the community college, fund-raising literature applicable to both four- and two-year institutions, and descriptive works on the role of the educational foundation. In the literature chronicling community college history, admirers and detractors identify the positive and/or negative contributions made by two-year institutions since their inception and reveal ways in which community perceptions are influenced favorably or unfavorably toward the community college; these perceptions often influence the effectiveness of an institution's fund-raising efforts. The evolving role of philanthropy in higher education

(primarily in the four-year colleges and universities) provided an essential backdrop for an inquiry into the educational foundation in general and in the community college in particular. The literature revealed that community college fund-raising had progressed at a slow and sporadic pace with considerable hesitancy and infrequent successes.

Two recent contributions to the research on success in fund-raising -- Effective Fund-Raising in Higher Education: Ten Success Stories (Duronio and Loessin, 1991) and To Be or Not to Be: Alumni Programs at Community and Technical Colleges (Kerns and Witter, 1992) -- were selected, combining their key elements to form the theoretical model upon which this research was based, and the research question asked: Do the attributes and activities of educational foundations affiliated with three Virginia community colleges parallel the ten factors for effective fund-raising as described by Duronio and Loessin (1991) and Kerns and Witter (1992)? The author expected to find a positive relationship between the ten characteristics of these authors and the fund-raising efforts of three Virginia community colleges.

Since fund-raising -- regardless of the intended recipient -- tends to be a combination of art and science and therefore lends itself better to qualitative than to quantitative research, several data collection strategies were employed to research fund-raising practices in three Virginia community colleges. Baseline data descriptive of the twenty-three community colleges comprising the Virginia Community College System were collected using two sources -- unpublished VCCS reports of student enrollment and of system productivity analysis and a fourteen-item questionnaire. The questionnaires were mailed to community college development offices for completion. Information gathered using these two sources provided general descriptive data related to college enrollment numbers, faculty/staff size, and educational foundations - their size and their activities.

The case study method was chosen as the means for collecting data on the fund-raising practices of three Virginia community colleges selected on the basis of geographical location (a major metropolitan area, a 'small' city, and a rural setting) and size as they relate to other community colleges in the state (one large, one medium, and one small). Interview questions were developed utilizing the characteristics for successful community college fund-raising (Duronio and Loessin, 1991 and Kerns and Witter, 1992) as the conceptual framework. An identical set of interview questions was presented to four individuals on each of the three campuses studied: the president of the college, the director of development (or whoever fulfilled that function) of the college, a significant donor to the college (a college Educational Foundation Board member), and a faculty representative of the college. In addition to interview responses from the three colleges serving as case study subjects, detailed descriptive data for each institution were derived from a variety of publications produced by the respective case study colleges; these included college view books, alumni newsletters, fund-raising literature, celebratory programs, annual reports, college catalogues, and announcements of specialized college programs and/or learning centers. Although they varied in quality and sophistication, all were useful and informative.

The major body of research data for this study involved the interview responses of the three case study subjects -- Piedmont Virginia Community College, J. Sargeant Reynolds Community College, and Northern Virginia Community College -- to a series of questions based on the characteristics of effective community college fund-raising. These characteristics included: aggressive fund-raising that is consistent and persistent; a realistic assessment of the College's strengths and likely constituents; strong board and presidential leadership; institutional priorities dedicated to increased commitment to fund-raising; modern technology to maintain proper records; internal support for fund-raising efforts; well-planned campaign efforts; clarity about one's institutional image; fund-raising with

roots in pride in the institution; and an alumni association as a potential avenue for fund-raising effectiveness. An open-ended question at the conclusion of each interview sought any unique or distinctive fund-raising efforts employed by the case study community colleges.

When seen in the aggregate, the three case study institutions compared favorably with the characteristics for successful fund-raising outlined in the research model, and approximated the model quite closely. When considered individually along a continuum (on which a 10 represents complete achievement of the characteristics and a 1 represents little achievement at all), **Piedmont Virginia Community College** would rate a 7 or 8, having achieved a considerable number of these attributes and demonstrating cognizance of those yet to be accomplished. **J. Sargeant Reynolds Community College**, on the other hand, had achieved few of the characteristics for successful fund-raising, but was making considerable effort to move in the direction of achievement; this institution would rate a 4 or 5 on the continuum. **Northern Virginia Community College** of the three colleges most closely paralleled the fund-raising model having achieved most all of the factors to some degree. It would rate an 8 or 9 on the continuum. Therefore, the ten-characteristic model derived from Duronio and Loessin (1991) and Kerns and Witter (1992) does, to a large extent, reflect the fund-raising efforts of three Virginia community colleges.

Conclusions

Although each of the three case study subjects demonstrated consistency with the model to a different degree, all three of the colleges were in agreement that the model accurately reflected the characteristics for effective fund-raising in community colleges. Several major factors formed the basis of this agreement:

1. A clearly understood, singular institutional vision forms the basis for any well-planned fund-raising program. This vision shall incorporate the concepts of 'image' and 'niche', and is best achieved through the strategic planning process which allows for input by many members of the college community. The college President is the most visible articulator of this vision to both internal and external communities, although college publications and activities reflect the vision as well. The importance of a singular institutional vision emerged from the responses of case study college Presidents and Development Directors, whose experience had shown that a well-articulated statement of an institution's significance to the community is impossible without a clear understanding of who the college is (in terms of what it does) and who the college serves.

2. A Development Director with knowledge of his/her profession shall provide the institution with the research, planning, and execution of fund-raising efforts now standard in the fund-raising profession, and shall encourage the persistence and aggressiveness necessary to success in gift solicitation. The professionalization of fund-raising described by Robert Carbone (*Fund Raising as a Profession* and *Fund Raisers of Academe*) in 1985 and 1987 is often overlooked or unknown by non-profit institutions, and the benefits of a knowledgeable development professional denied to those most in need of them. This conclusion is the result of data showing an increased likelihood of fund-raising success when the development function enjoys the leadership of a professional in the field -- both in the short term (e.g. knowledge of the necessary technology) and in the long term (e.g. long-range planning for college needs and the means to achieve them through private sector fund-raising).

3. Communication remains the single, largest stumbling block to success in fund-raising. The communication often lacking is that between the President and college faculty and staff, between the Development Office and the Educational Foundation Board, between the Development Office and the college faculty and staff and, of course, between

all of the above and the external community they serve. Although many of the respondents in this research were aware of the importance of accurate and adequate communication, they often discovered a pattern of overlooking its crucial role in fund-raising success. By their own admission, the respondents placed blame for their inability to achieve certain of the characteristics (e.g. faculty support, clear institutional vision, Foundation Board leadership, needs for technology) on the lack of communication with the appropriate constituencies.

Other conclusions reached as a result of this research include the seeming lack of relationship between college size and success in fund-raising (both a small and large institution met with considerable success), and the apparent lack of relationship between college location and fund-raising success (both a rural and a metropolitan area had achieved good results). An interesting -- and perhaps somewhat significant -- conclusion came from the open-ended question regarding creative or unique fund-raising ideas that were not part of the ten-characteristic model. None of the respondents was able to offer any suggestions for new or previously untried fund-raising efforts not included in the research model. This may or may not reflect on the adequacy of the more 'standard' methods of gift solicitation utilized by community colleges and their educational foundations.

Implications for Policy, Practice, and Further Study

Policy implications emerging from this research include instituting an annual strategic planning process in the college governance system. This process would provide for a yearly review of institutional goals and constituencies served, and assessment of the resources (especially financial) available for goal accomplishment. It is a process that should allow for significant input from faculty and staff on a regular basis, and can reassess annually institutional need for and commitment to fund-raising efforts.

Implications for additions and/or changes to college practices involve acceptance of the increasing professionalism of the development profession, and the benefits that an experienced fund-raising administrator can accrue to the college. A second practice implied by this research includes the services of a professional media consultant to assist the college with the development of a singular vision and the impact that 'image' and 'niche' convey (defining the concepts of 'vision', 'image', and 'niche', and explaining their relationship to the means of communication -- catalogues, viewbooks, radio spots -- selected by the college). Without such a vision, an institution has great difficulty identifying who it is and who it serves and, as a result, difficulty soliciting the support of others. The potential benefit from the use of a media consultant in the achievement of a college vision would be the familiarization of faculty, staff, and administration with the public relations concepts of 'image' and 'niche' and the creative processes required to achieve them.

Implications for future research include the following significant questions:

1. What -- if any -- unique or creative fund-raising efforts -- distinctive from those employed by four-year institutions -- have been attempted by community colleges? Have they been successful?
2. Which methods of internal communication (within the community college) have provided effective communication among faculty, staff, and administration?
3. Which methods of communication with the surrounding community has the college initiated that have proven effective?
4. Is the strategic planning process an adequate means for achieving the singular institutional *vision* necessary for successful fund-raising?

5. What is the relationship of the development director in a community college to that college's ability to raise money from the community it serves?

APPENDIX A
QUESTIONNAIRE TO 23 COMMUNITY COLLEGES

QUESTIONNAIRE

In what year was this college founded? _____

Do you have an educational foundation associated with this college? _____

If yes, for how long has the foundation been in operation? (If no, cease answering here) _____

Do you have a full-time development director on staff? _____

Do you have a part-time development director on staff? _____

If neither, do you allocate a part of any position to the development function? _____

Does whoever handles the development function have any support staff? _____

If yes, how many? What are their positions/titles? _____

Does your development director oversee an Annual Fund? _____

A capital campaign? ___ Planned Giving? ___ Corporate gifts? ___

Have you hired consultants to assist you with any of the development functions? _____

Has your college President played a role in whatever fund-raising efforts you have made? _____

How much money has your educational foundation raised in the last five (5) years?

\$ _____ 1989 \$ _____ 1990 \$ _____ 1991 \$ _____ 1992 \$ _____ 1993

Does the dollar amount listed reflect cash only or include equipment, real estate, in-kind services, etc.? (check all that apply).

Cash only _____ Equipment _____ Real Estate _____ In-kind _____ Other _____

APPENDIX B
INTERVIEW QUESTIONS TO CASE STUDY COLLEGES

INTERVIEW QUESTIONS

1. Describe your educational foundation's fund-raising efforts.

-Were your initial efforts somewhat hesitant and in need of changes to make them more aggressive?

-Has aggressiveness in fund-raising ever been rebuffed?

Note: By "aggressive" is meant initiating contact with prospective donors, maintaining donor contact, and making requests for gifts on a regular basis.

2. Has your educational foundation assessed your institution's strengths and opportunities for growth? Has it assessed the institution's likely constituents?

-If yes, how accurate have these assessments been?

-Have you needed professional consultants for the work of institutional assessment?

3. Describe the role the President plays in your fund-raising efforts.

-What percent of the President's time is spent on fund-raising?

-Is the President's role in development peripheral, crucial, or somewhere in between?

4. Describe the role the Foundation Board plays in your fund-raising efforts.

- Do board members make donations to the institution?
- Do board members help to identify prospective donors? Are they aware when recruited that personal contributions and outside fund-raising are expected of them?
- Do board members solicit gifts? Do they perceive their major roles to be fiduciary, fund-raising or both?
- Do board members attempt to influence institutional policy supportive of fund-raising?
- How would you describe the composition of your Foundation Board?

5. How does the leadership of the college (i.e. Board of Visitors, President, administration) view the institution's involvement in fund-raising efforts?

- Is there general acceptance of the need for fund-raising on campus?
- Do they allocate funds for fund-raising personnel?
Adequately?
- Do they include planning and goal-setting for fund-raising priorities as part of the institution-wide task?
- What are the perceived roles of the Educational Foundation -- fund-raising? fiduciary? other?

6. Does your institution have the technology necessary to maintain adequate records and provide information as needed, or the funds allocated to produce that technology?

-What technology do you have?

-How has this technology aided your fund-raising efforts?

-Do development personnel possess the expertise to use it effectively?

7. Has your institution had in-house (within the institution) campaigns preceding its public efforts. Please describe them. How successful were they?

-To what degree has the faculty contributed?

-To what degree has the administration contributed?

-To what degree has the classified staff contributed?

-How were they solicited?

8. What special campaign efforts have been made (i.e. phonathons, mailings, etc.) to attract and increase donor response to the college?

-Have state cut-backs inspired any particularly creative responses?

-Have you needed to cease certain fund-raising efforts due to cut-backs?

Other obstacles?

9. How does your college define its image? How does the college communicate this image to the public? Does your college have a distinctive niche in the educational community?
- Is your faculty and administration aware of the concepts of 'image' and 'niche'?
 - Have they bought into these concepts to a significant degree?
10. How would you describe staff commitment to the institution?
- Is staff commitment greater to the institution than to professional excellence
- or the opposite?
- Does stronger commitment to professional goals (where it exists) affect fund-raising efforts?
11. Has the Educational foundation developed an alumni association to enhance its fund-raising activities and increase the source of prospective donors?
- How have the alumni of the two-year institution been perceived in comparison with those of four-year colleges?
 - Have any fund-raising efforts been made to accommodate any perceived differences?
12. Are there other attributes which might characterize effective fund-raising at your institution?

APPENDIX C
COLLEGE PUBLICATIONS FOR CASE STUDY COLLEGES

COLLEGE PUBLICATIONS FOR CASE STUDY COLLEGES

Piedmont Virginia Community College

Piedmont Virginia Community College Catalog 1993-1994

The People's College in Central Virginia

Reduce Your Taxes and Maximize Your Support to PVCC

Piedmont Virginia Community College Viewbook

Piedmont Virginia Community College Annual Report 1992-93

Piedmont Virginia Community College Annual Report 1991-92

Piedmont Virginia Community College Annual Report 1990-91

Piedmont Virginia Community College Annual Report 1989-90

Casting Our Community for the Next Century: The Campaign for Piedmont Virginia Community College

J. Sargeant Reynolds Community College

J. Sargeant Reynolds Community College 1993-94 Catalog

Facts & Figures 1993

College Purpose and Direction

New Russia, New Opportunities; Center for International Education & Information

Virginia General Motors Dealers Training Council

J. Sargeant Reynolds Community College Financial Guide

Alliance Program

JOBS Program

J. Sargeant Reynolds Community College Programs of Study

J. Sargeant Reynolds Community College 1994 Spring Course Schedule

Center for Professional and Economic Development

J. Sargeant Reynolds Community College

Northern Virginia Community College

Experience NOVA

Northern Virginia Community College Alumni Federation Scholarship Program

Help Build the 'Wall of Friends'

Bravo!: a Campaign for the Arlington/Alexandria Cultural Center

Northern Virginia Community College Alumni News

Northern Virginia Community College Intercom, March 18, 1994

Northern Virginia Community College

NOVA/GMU Transfer Programs

Northern Virginia Community College Annual Report 1991-91
Northern Virginia Community College Annual Report 1992-93
Northern Virginia Community College Annual Report 1990-91
Northern Virginia Community College Magazine, Fall 1993
Northern Virginia Community College Magazine, Spring 1993
Northern Virginia Community College Foundation, Fall 1992
Northern Virginia Community College Foundation, Spring 1993
Northern Virginia Community College 25th Anniversary Dinner

APPENDIX D
COMMUNITY COLLEGE SERVICE REGIONS WITH MAP

COMMUNITY COLLEGE SERVICE REGIONS

1. Blue Ridge Community College: The cities of Staunton, Harrisonburg, and Waynesboro, and the counties of Augusta, Highland, and Rockingham.
2. Central Virginia Community College: The cities of Lynchburg and Bedford, and the counties of Amherst, Appomattox, Bedford, and Campbell.
3. Dabney S. Lancaster Community College: The cities of Duena Vista, Clifton Forge, Covington, and Lexington, and the counties of Alleghany, Bath, Botetourt (northern portion) and Rockbridge.
4. Danville Community College: The cities of Danville and South Boston (shared with southside Virginia Community College), and Halifax (western portion) and Pittsylvania counties.
5. Eastern Shore Community College: The counties of Accomack and Northampton.
6. Germanna Community College: The city of Fredericksburg and the counties of Caroline (shared with Rappahannock Community College), Culpeper, Fauquier (eastern portion), King George (shared with Rappahannock Community), Madison, Orange, Spotsylvania, and Stafford.
7. J. Sargeant Reynolds Community College: The city of Richmond (north of the James River), and the counties of Goochland, Hanover, Henrico, Louisa (shared with Piedmont Virginia Community College), and Powhatan.
8. John Tyler Community College: The cities of Colonial Heights, Hopewell, Petersburg, and Richmond (south of the James River), and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, and Sussex.
9. Lord Fairfax Community College: The city of Winchester and the counties of Clarke, Fauquier (western portion), Frederick, Page, Rappahannock, Shenandoah, and Warren.
10. Mountain Empire Community College: The city of Norton and the counties of Dickenson (Western portion), Lee, Scott and Wise.
11. New River community College: The city of Radford and the counties of Floyd, Giles, Montgomery, and Pulaski.

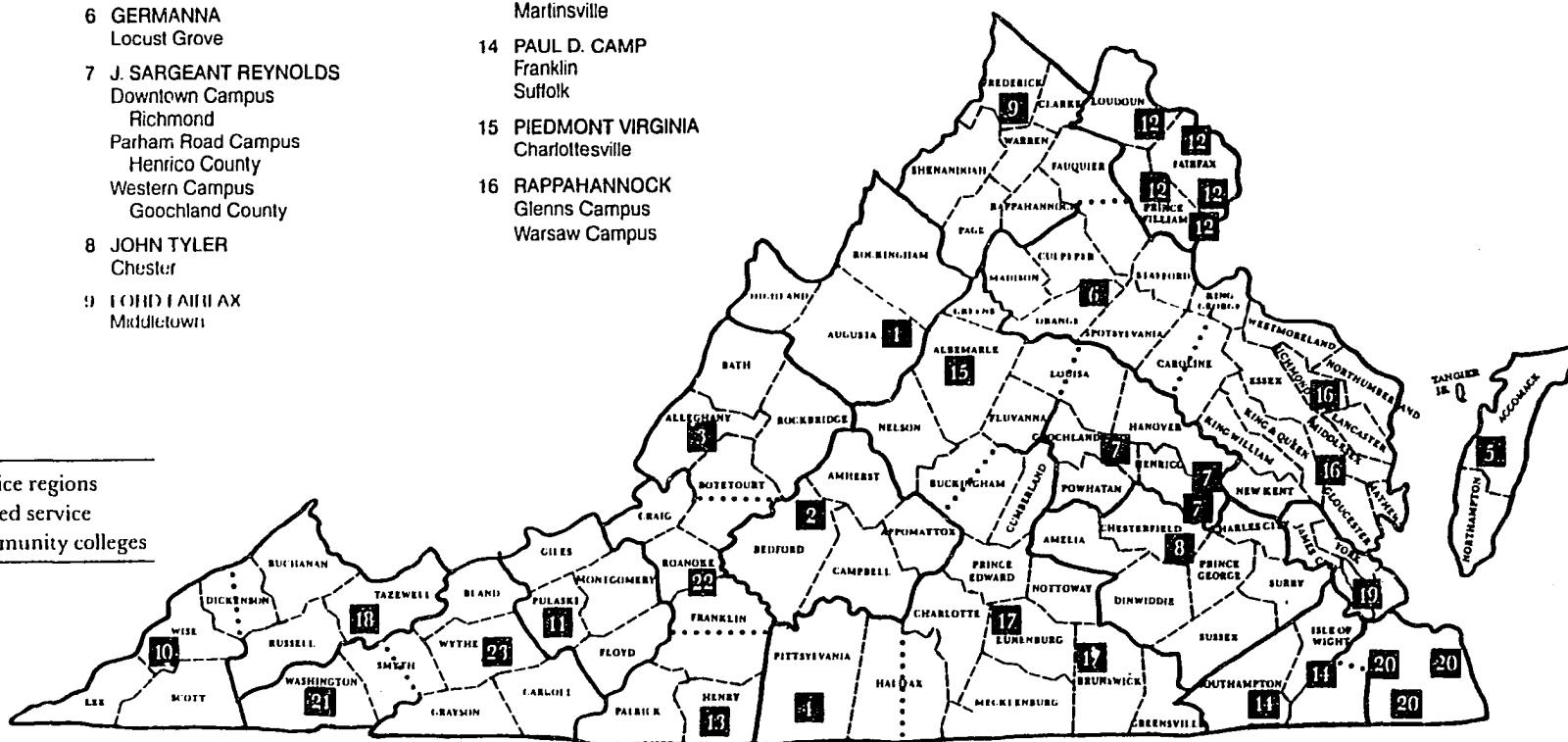
12. Northern Virginia Community College: The cities of Alexandria, Falls Church, Fairfax, Manassas, and Manassas Park, and the counties of Arlington, Fairfax, Loudoun, and Prince William.
13. Patrick Henry Community College: The city of Martinsville and the counties of Franklin (southern portion), Henry and Patrick.
14. Paul D. Camp Community College: The cities of Franklin and Suffolk (south of routes U. S. 460 and the U. S. 50/460 Suffolk Bypass) and the counties of Isle of Wight and Southampton.
15. Piedmont Virginia Community College: The city of Charlottesville and the counties of Albermarle, Buckingham (northern portion), Fluvanna, Greene, Louisa (shared with J. Sargeant Reynolds Community College), and Nelson.
16. Rappahannock Community College: The counties of Caroline (shared with Germanna Community College), Essex, Gloucester, King and Queen, Kigh George William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond, and Westmoreland.
17. Southside Virginia Community College: The cities of Emporia and South Boston (shared with Danville Community College), and the counties of Brunswick, Buckingham (southern portion), Charlotte, Cumberland, Greenville, Halifax (eastern Portion), Lunenburg, Mecklenburg, Nottoway, and Prince Edward.
18. Southwest Virginia Community College: The counties of Buchanan, Dickenson (eastern portion), Russell and Tazewell.
19. Thomas Nelson Community College: The cities of Hampton, Newport News, Poquoson, and Williamsburg, and the counties of James City and York.
20. Tidewater Community College: The cities of Chesapeake, Norfolk, Virginia Beach, Portsmouth , and Suffolk (north of routes U.S. 460 and the U. S. 58/460 Suffolk Bypass).
21. Virginia Highlands Community College: The city of Briston and the counties of Smyth (western portion) and Washington.
22. Virginia Western Community College: The cities of Roanoke and Salem, and the counties of Botetourt (southern portion), Craig, Franklin (northern portion), and Roanoke.
23. Wytheville Community College: The city of Galax and the counties of Bland, Carroll, Grayson, Smyth (Marion and eastward), and Wythe.

Virginia Community Colleges

Locations and Service Regions

- | | | | |
|---|---|---|---|
| 1 BLUE RIDGE
Weyers Cave | 10 MOUNTAIN EMPIRE
Big Stone Gap | 17 SOUTHSIDE VIRGINIA
Christanna Campus
Alberta
John H. Daniel Campus
Keysville | 20 TIDEWATER
Chesapeake Campus
Portsmouth Campus
Virginia Beach Campus |
| 2 CENTRAL VIRGINIA
Lynchburg | 11 NEW RIVER
Dublin | 18 SOUTHWEST VIRGINIA
Richlands | 21 VIRGINIA HIGHLANDS
Abingdon |
| 3 DABNEY S. LANCASTER
Clifton Forge | 12 NORTHERN VIRGINIA
Alexandria Campus
Annandale Campus
Loudoun Campus
Manassas Campus
Woodbridge Campus | 19 THOMAS NELSON
Hampton | 22 VIRGINIA WESTERN
Roanoke |
| 4 DANVILLE
Danville | 13 PATRICK HENRY
Martinsville | | 23 WYTHEVILLE
Wytheville |
| 5 EASTERN SHORE
Melfa | 14 PAUL D. CAMP
Franklin
Suffolk | | |
| 6 GERMANNA
Locust Grove | 15 PIEDMONT VIRGINIA
Charlottesville | | |
| 7 J. SARGEANT REYNOLDS
Downtown Campus
Richmond
Parham Road Campus
Henrico County
Western Campus
Goochland County | 16 RAPPAHANNOCK
Glenns Campus
Warsaw Campus | | |
| 8 JOHN TYLER
Chester | | | |
| 9 JOHN F. AMERSON
Middletown | | | |

- service regions
 ... shared service
 ■ community colleges



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Abstract

CREATIVE FUND-RAISING EFFORTS IN THREE VIRGINIA COMMUNITY COLLEGES

Barbara Anne Johnsen, Ed.D.

The College of William and Mary in Virginia, May 1995

Chairman: Professor Roger G. Baldwin

The purpose of this study was to examine the degree of success or failure of three Virginia community colleges to establish viable educational foundations and to identify the characteristics enabling them to do so.

Studying Virginia community colleges provided an opportunity to observe fund-raising efforts made in the state where government appropriations decreased the most (during the period 1990-94) and, therefore, had the greatest potential effect. Three colleges with distinctly different geographical locations might shed light on the impact of cultural/social/economic factors on philanthropy; and three institutions of differing sizes (small, medium, and large) might address an economic environment in which 'bigger is better' functions as an assumption for success.

Descriptive data for all 23 community colleges in the Virginia Community College System were gathered from a fourteen-item questionnaire mailed to the development office of each institution, and from unpublished VCCS reports of student enrollment and of system productivity analysis. The three case study colleges were studied through their respective publications (viewbooks, alumni newsletters, annual reports, college catalogues), and through face-to-face interviews with four persons at each institution - the college president, director of development, a significant donor and Educational Foundation Board member, and a faculty representative.

The basic research question addressed in this study was: Do the attributes and activities of the educational foundations affiliated with three community colleges parallel the ten factors for effective fund-raising described by Duronio and Loessin (1991) and Kerns and Witter (1992)? The ten characteristics formed the basis for the theoretical model and the framework for the case study interview questions; a positive relationship was expected - and found - between the characteristics and attributes of three educational foundations.

It was concluded that the ten characteristics used as the model accurately reflected the characteristics for effective fund-raising in community colleges, and that each of the

colleges was consistent with the model to a greater or lesser degree. It was also concluded that three factors are especially significant for fund-raising success: a clear institutional image, a professional development office (and director), and accurate and adequate communication among all constituencies.

Further study is needed to evaluate the processes of communication employed on community college campuses and their suitability for institutional needs. In addition, some further research of creative and unique fund-raising efforts by colleges is needed, which the methodology used in this paper did not uncover.